

EVALUATION REPORT:

**B1-18 TEXTBOOKS QUALITY
IMPROVEMENT PROGRAMME II**

Submitted to UNESCO Iraq Office

by

Social Impact

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Social Impact, Inc
Enhancing Development Effectiveness



United Nations
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ACRONYMS

ABEGS	Arab Bureau for Gulf States
ACSAD	Arab Center for Studies on Arid Zones and Dry Lands
CI	Communication and Information Sector of UNESCO
CLC	Community Learning Center
DG	Director General
DoC	Directorate of Curriculum
DoE	Directorate of Education
DoP	Directorate of Planning
DoPE	Directorate of Physical Education
DoPST	Directorate of Pre-Service Training
DoV	Directorate of Vocational Education
DSA	Daily Subsistence Allowance
EC	European Commission
EMIS	Education Management Information System
EOP	End of Project
ET	Evaluation Team
ETIC	Euphrates Tigris Initiative for Cooperation
FG	Focus Group
GCC	Gulf Cooperation Council
HQ	Headquarters
ICC	Information and Communication Center
ICCROM	International Centre for the Study of the Preservation and Restoration of Cultural Property
ICI	International Compact with Iraq
ICOM	International Council of Museums
ICOMOS	International Council on Monuments and Sites
ICT	Information and Communication Technology
IHP	International Hydrological Program
INTERPOL	International Criminal Police Organization
IOS	Internal Oversight Service (of UNESCO's HQ)
IRFFI	International Reconstruction Fund Facility for Iraq
ISRB	Iraqi Strategic Review Board
IT	Information Technology
ITF	Iraq Trust Fund (of UNDG)
IUCN	International Union for Conservation of Nature
IWRM	Integrated Water Resources Management
JICA	Japan International Cooperation Agency
KRG	Kurdistan Regional Government
LLD	Literacy and Life Skills Development Project
LOP	Life of Project(s)
M&E	Monitoring and Evaluation
MoA	Ministry of Agriculture (of Iraq)
MoC	Ministry of Culture (of Iraq)

MoE	Ministry of Education (of Iraq)
MoENV	Ministry of Environment (of Iraq)
MoFA	Ministry of Foreign Affairs (of Iraq)
MoMPW	Ministry of Municipalities and Public Works (of Iraq)
MoPDC	Ministry of Planning and Development Cooperation (of Iraq)
MoST	Ministry of Science and Technology (of Iraq)
MoT	Ministry of Transport (of Iraq)
MoWR	Ministry of Water Resources (of Iraq)
N/A	Not Applicable (data not requested)
n.d.	No data—either data was requested, but not received or no such data was found
NDS	National Development Strategy
NFE	Non Formal Education
NLRC	National Literacy Resource Center
PCCP	Potential Conflict to Cooperation Potential
RFP	Request for Proposals
SBAH	State Board of Antiquities and Heritage
SC	Natural Sciences Sector of UNESCO
SI	Social Impact
SIWI	Swedish International Water Institute
SOC	Stars Orbit Consultants
SOW	Scope of Work (for SI Evaluation Team)
SRSG	Special Representative of the Secretary General
SSE	Strengthening Secondary Education Project
TLC	Teacher Learning Center
TVET	Technical and Vocational Education and Training Project
UIO	UNESCO Iraq Office
UNAMI	United Nations Assistance Mission for Iraq
UNDG	United Nations Development Group
UNEP	United Nations Environment Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNESCO-IHE	UNESCO Institute for Water Education
UNESCWA	United Nations Economic and Social Commission for Western Asia
UNICEF	United Nations Children’s Fund
US	United States
USACE	United States Army Corps of Engineers
WERSC	Water and Environment Research and Study Center (of Jordan University)
WMF	World Monument Fund
WWC	World Water Council

B1-18 TEXTBOOKS QUALITY IMPROVEMENT PROGRAMME II

EXECUTIVE SUMMARY

Social Impact (SI)¹ was selected after a competitive bidding process by the UNESCO Iraq Office (UIO) to evaluate the administration and implementation of eight projects through examination of their efficiency, effectiveness, relevance, impact and sustainability. The eight projects evaluated were implemented by the UIO between July 2004 and September 2007 with funding of approximately US\$26 million provided by various donors through the United Nations Development Group (UNDG) Iraq Trust Fund (ITF). UIO also requested that SI provide lessons learned and remedial measures useful to future projects (the Overall Report has been published separately and is available upon request from UNESCO Iraq).² The following report details the specific results of the evaluation of **B1-18 Textbooks Quality Improvement Programme II** which provided textbooks for both secondary and primary schools.

The Project received approval from the ITF as an emergency operation that would run from September 2005 to March 2006. After three extensions, the Project closed on 31 November 2006. Its budget of US\$7,100,000 was funded by the EC under the UNDG ITF. One of the Project's greatest feats was achieved during its first six months through a methodical, step by step process: nine million textbooks representing 39 titles were printed and distributed to an estimated six million students. Moreover, before printing began, education experts reviewed the content of the 39 agreed-upon titles to see if they complied with UNESCO standards for textbooks.

Recognizing the ongoing needs to edit, develop and produce new textbooks, the Project worked with the MoE to establish a Textbook and CD library of all existing textbook titles. In addition, it broke new ground by developing the capacity of employees of the Ministry of Education (MoE) to manage logistics and storage. It also built the MoE's capacity by establishing a Prepress Center for the ongoing production of textbooks and training MOE designers on Graphic Design and heads of authoring committees on Textbooks Writing and Designing. Lastly, UNESCO assisted the MoE to formulate a national textbook policy that identified the weaknesses in the production and distribution of school textbooks in Iraq and suggested suitable strategies and mechanisms to improve it. The purpose of all of these multiple activities was to increase the sustainability of textbook improvement activities in Iraq.

¹ Appendix D provides a description of Social Impact as well as biographies of the key team members.

² See Appendix E for the Terms of Reference.

OVERVIEW

I. EVALUATION METHODOLOGY

The overall objective of this evaluation exercise was to address the following basic issues:

- (i) To what degree have the program objectives been attained over time?
- (ii) Is the program cost-effective?
- (iii) What impact has the project had upon the target clientele?
- (iv) Is the amount of benefits being delivered the right amount?
- (v) What are the factors that may affect the long-term sustainability of the program?
- (vi) What decision (changes) should be taken on similar follow-up programs?

To do so, the core Evaluation Team (ET) composed of a Team Leader (TL) and an Education Evaluator (EE) utilized diverse methods taking into account the five principles that UIO lists as essential to the success of its work: efficiency, effectiveness, relevance, impact, and sustainability. The ET also took into account the security situation and the remote nature of management, implementation, and evaluation of projects inside Iraq from UIO's base in Amman, Jordan. SI designed its methods to overcome these limitations, based on SI's past experience.

These methods included:

1. Desk Study. The ET reviewed all available project reports and summaries provided to them by UIO at the onset, as well as those requested later as the evaluation progressed.³ They also mined a vast corpus of UNESCO's Internal Oversight Service (IOS), International Reconstruction Fund Facility for Iraq (IRFFI), ITF, UIO, and United Nations Assistance Mission for Iraq (UNAMI) documents and websites. All told, probably some 200 such items were examined.
2. Direct Examination of Relevant UIO Management Tools and Published Project Outputs. The ET spent nine work days in Amman, Jordan. There they sat with relevant management and administrative staff so as personally to examine in-house systems such as UIO's procurement database and the individual projects' tracking systems. SI's Education Evaluator also visually scrutinized the primary and secondary school textbooks funded and delivered by the UIO, as well as the lab manuals.
3. Compilation and Analysis of In-house Data. In Amman, the ET designed tools, such as success and learning stories, training tables and project collaboration diagrams, for project teams to use to compile extant, or gather new, qualitative data for the evaluation. The resulting information provided by the UIO for each of these was used to varying degrees in this evaluation, based on its relevance and uniqueness.
4. Collection and Analysis of New, Primary Data. The ET had face-to-face interviews with project staff and key informant groups while in Amman. (See Appendix A) The ET designed questionnaires for trainees and their managers, a focus group guide for trainees, and site spot-checks to verify the existence of equipment and its current state. (See Appendix C for all data collection tools) Stars Orbit Consultants (SOC), a local firm with on-the-ground data gatherers, implemented these tools in seven of Iraq's 18 governorates:

³ These included Project Documents, Six-month Progress Reports, Completion Reports, Requests for Budget Extensions, Budgets, Training Plans, Action Plans and other related documents.

Baghdad, Dyala, Erbil, Kirkuk, Missan, Muthana and Najaf.⁴ (See Table 1)⁵ These governorates were chosen because they cover all of the Iraq’s three regions, contain the largest pools of beneficiaries, and reflect the cultural and geographic diversity of the country.

Table 1: Regions and Governorates of Project Beneficiaries

CENTER	NORTH	SOUTH
Anbar	Dohuk	Basra
Babylon	<i>Erbil</i>	<i>Missan</i>
<i>Baghdad</i>	<i>Kirkuk</i>	<i>Muthana</i>
<i>Dyala</i>	Ninewa	<i>Najaf</i>
Kerbala	Sulaymaniyah	Thi-Qir
Qadassiya		
SalahDin		
Wassit		

Source: Information and classification of Governorates based on “*Distribution of Direct Beneficiaries per Governorate*” supplied to SI by UNESCO

Figure 1: Map of Iraq



⁴ The SI Evaluation Team contracted SOC as they were not able to travel to Iraq for security reasons.

⁵ There are multiple spellings of Iraqi’s governorates. We will use these spellings throughout this document.

Lastly, there are a few limitations that should be noted.⁶ First, given the limited amount of available data and more importantly, the short time that has elapsed since the projects were completed, this evaluation was not able to assess impacts. Secondly, in terms of equipment and supplies, the project documents provided to the ET only contained specifics in terms of planned and not actual costs and amounts. For this reason, no assessment regarding the two, including identifying gaps, is given. Third, the ET also did not receive any detailed documentation of specific procurement contracts issued. For this reason, very little is discussed in terms of procurement. Lastly, while this evaluation was supposed to be a relatively short exercise, it ended up taking much longer than expected: the organization of data collection in the field was very complicated to coordinate and complete; there were delays in providing the ET with key information and data; and in some cases no information was provided.⁷ Part of this was clearly a result of the Iraq situation: UIO has a very demanding schedule and the local firm had difficulty contacting and bringing together participants due to the country's security situation.

II. BACKGROUND ON UIO OPERATIONS

A. Context and Related Challenges

The design, implementation and life of this Project took place during a volatile and violent time in Iraq's history. In March 2003 the US-led campaign to topple Saddam Hussein began, sparking intense fighting. (See Appendix A for a detailed timeline of the key events that took place in the five years following the start of the US campaign) The following months and years were filled with bombings and attacks, creating a constantly changing security environment and one that posed challenges for implementing projects.

After the devastating bombing of the UN Mission in Baghdad in August of 2003 that killed and wounded many, the management of UNESCO's Iraq operations was relocated to Amman, Jordan. Subsequently, the UIO was formally established in Amman in February 2004 where it continues there to this day. Security risks also put an end to international staff travel or missions to Iraq for a considerable period. In fact, there has been no UNESCO permanent international presence in Iraq to date, the first mission since 2003 did not take place until September 2007 and such missions did not become a regular occurrence for UNESCO staff until 2008. For those national staff and UNESCO Monitors on the ground, movement was also severely restricted.

In addition, this period was marked by multiple changes in Iraqi line ministers and subsequently UNESCO's Ministry counterparts causing delays in implementation and a lack of responsiveness.

⁶ These limitations pertain to the overall evaluation, i.e. to all eight projects.

⁷ For instance, UNESCO Monitors were to conduct surveys in Erbil but this data was never provided to the Evaluation Team.

As a result of all of these challenges, it became difficult to obtain updated, real-time information on how the Project's implementation was progressing. While the UNESCO Monitors were able to circumvent this to some degree, as discussed later, this still was an ongoing issue.

The security situation also had other implications. It made it difficult to identify contractors or consultants who were willing to travel to and work in Iraq. It also meant that costs were significantly higher. Lastly, it made it difficult to comply with the UNESCO's administrative and procurement procedures, which were not designed for operations in such an insecure and constantly- changing environment.

B. Selection, Approval and Funding

The formulation and selection of this Project, as well as all others in the UIO portfolio, is guided by the UN Strategic Plan, project submissions the Iraq National Development Strategy, and the input of Iraqi line ministries, Iraqi government entities and non-governmental organizations. They also have to meet certain established criteria:

- They must align with Iraqi priorities (the National Development Strategy);
- They should, to the extent possible, take into account four-cross cutting themes: employment generation, gender, human rights and security; and
- They should demonstrate inter-agency cooperation in planning and implementation.

The first step in the project approval process established by the UNDG ITF is for the appropriate UN organization to draft a detailed project document, which includes the project's purpose, logical framework, justification, management arrangements, risks, assumptions and the budget. This proposal then needs to receive the official endorsement of the Iraqi Line Ministry responsible for the project (official counterpart) before it is submitted to the concerned sector (previously referred as cluster). It is then reviewed by the Peer Review Committee, the intersectoral mechanism, followed by the Iraq Strategic Review Board. Final approval is given by the UNDG Trust Fund Steering Committee, which is composed of the heads of agencies (UN Country Team). This entire process presently takes approximately between nine and 12 months.

Once approved, funds are disbursed by the UNDG ITF, a mechanism established specifically for the administration of the joint UN efforts toward the reconstruction of Iraq after the 2003 conflict. The Trust Fund allows contributions from the donor nations that support Iraq's reconstruction to be funneled through a single channel thus providing efficiencies of management and oversight as well as minimizing duplication.

The UIO management structure includes a Director, supported by several senior staff. Individual project managers handle project activities, while administration covers the functions of Finance, Information and Telecommunication, Procurement, Travel, HR and Logistics.

UIO project teams and their Ministry counterparts are responsible for the management of the specific projects. UIO project teams are headed by senior level project managers who have the primary responsibility for the project's successful implementation.

The managers are fully supported by professional level assistants, who draft reports, among other tasks, and a few general support staff. In all cases observed by the Evaluation Team, the team shared management responsibilities and a strong commitment to the success of the Project. Thus while the project manager may have the primary obligation to devise systems, set priorities, and communicate policies and approaches with Ministry counterparts, project assistants also maintain regular communication with counterparts and UNESCO Monitors especially regarding daily activities and deadlines. Communication among staff is open and fluid – a progressive management style that seems to work effectively.

The responsibilities of the Ministry counterpart/focal point in Iraq depend on and are defined within each project. They generally include such tasks as liaison with the Directors General or school principals in the Governorates, interacting with the customs service as goods are delivered, coordinating delivery at MoE warehouses and vetting of various locales for the installation of equipment. Additionally, the focal point maintains communications with UIO and requests project modifications or follow-on projects. An oft-reported difficulty with this arrangement is the frequent changes in the UIO counterpart; the counterpart is often replaced when there is a change in the political environment, i.e. a change in Ministers. In addition, the Evaluation Team learned of examples in which functionaries refused to recognize the legitimacy of their superior's instructions because he was from a different political party. The highly politicized nature of the counterpart organization will continue to present operational difficulties for UIO staff. That being said, the UIO staff has been flexible in the face of difficulties associated with breaks in communications or replacement of the focal point.

C. Monitoring

Tracking the progress of project activities is part of the standard operations of the UIO project management teams. Each project develops a list of activities, deadlines and responsibilities as they work toward project goals. Projects also benefit from the oversight of the Administrative Officer and the Headquarters' Internal Oversight Service (IOS), which conducts internal audits every two years.⁸

However, as none of these people are located in Iraq, the projects counted on four field agents tasked with checking on the timeliness and quality of project activities and alerting UIO staff to problems or delays that would interfere with accomplishing the desired outcomes: ministry focal points, UNESCO Monitors located in Baghdad and Erbil, cooperating agencies and contractors. Having four different sources of information allowed UNESCO to cross-check the information provided and freed them from relying on solely one source.

As discussed above, one of the main responsibilities of the Ministry focal points was to maintain communication with the UIO project team in order to report problems and progress. As this system proved unreliable due to the frequent replacement of the focal point or simply lack of ability, the UIO used subcontracted UNESCO Monitors as one way to overcome this problem. These Monitors checked on the delivery and distribution of goods and the operations of warehouses, among other activities. In addition, when the project teams were not able to get a response or requested information from the Ministry focal points, the UNESCO Monitors were contacted and often able to obtain the needed information.

⁸ There have been two internal audits of the Iraq Office thus far

They “know their way around” the Ministry and have good free access to the people there. Though not foolproof—the Monitors frequently must remain at home due to security threats—this arrangement has produced two major successes: 1) no Monitor has thus far been injured; and 2) the UIO management team has reliable though sometimes incomplete information on project progress.

Given the limited mobility of the UNESCO Monitors, monitors of cooperating agencies, such as UNOPS and UNICEF, were also used to check on the project’s process and delivery of goods. In addition, independent contractors, such as Stars Orbit, were at times engaged to monitor a specific interventional or geographical area.

This field system was also backed up by two different information systems. The first is a system-wide procurement database that tracks goods by project number and description. This user-friendly database, managed by the procurement officer, provides access to details, such as the contract value, country of supplier, estimated delivery date, through different links. It also allows for some control over the quality: since the procurement office has control of the contracts, it can withhold payment until goods of the correct quality and in the proper condition is received.

The second are information systems that track individual project operations, such as the delivery of goods to warehouses or schools, which are unique to each project, and are controlled and updated by the UIO project team. The ET reviewed project data systems and found them to be detailed useful management tools that permitted the project teams to track the volumes of material supplied. These systems also effectively tracked management tasks and deadlines.

A cautionary note is needed regarding the individualized nature of project systems. In addition to tracking operational details separately, reports and other relevant project specific documents were also maintained and filed individually. Having these different ad hoc systems of electronic filing is problematic for two main reasons: 1) there is no centralized system systematization so that different managers retain information in greater or less detail than others; and 2) persons outside the project with legitimate need for information may not be able to find important material in the configuration needed or at all. A centralized database system would improve and make this situation more efficient, as long as it included both a method of cataloguing project documents and information and a verification system that would indicate whether the materials were completed and actually in their proper location.

PROJECT EVALUATION

I. PROJECT OVERVIEW

A. Background

The Textbook Quality Improvement Programme II (Textbooks) received approval from the Iraqi Trust Fund (ITF) as an emergency operation for the 2005-2006 school year. The Project received Steering Committee approval on 29 August 2005 with a mandate to print and distribute approximately 10 million textbooks to primary and secondary school students nationwide in the seven months between September 2005 and March 2006. In fact, during the Project's first six months, nine million textbooks representing 39 titles were printed and distributed to an estimated six million students. The Project continued through three extensions during which related Textbook activities were carried out until the final end date of 31 November 2006. The total budget for all activities was US\$7,100,000 funded by the EC under the UNDG ITF.⁹

Over the years, existing textbooks deteriorated quickly due to poor-quality printing, binding, collating and packing. Their content and design also became outdated. Moreover, most, if not all, of the books are consumables: texts and workbooks are given to students and there is no program for recollecting and later redistributing them to other students. Producing and supplying new textbooks and the associated costs for doing so fall to the Ministry of Education (MoE) in accord with the precept that education is free. Because of the urgent need to print and distribute textbooks to be used for the coming school year, the Textbooks Programme was designated as a *Quick Impact project*, one that marshals extensive resources to deliver results quickly and utilizes systems that maximize Iraqi participation.¹⁰

The immediate objectives of the Textbooks II Project were to:

1. Print and distribute 10 million textbooks for the 2005-06 school year;
2. Build capacity of MoE staff in textbook production and distribution; and
3. Strengthen the MoE through assistance in formulating a national textbook policy.

These key objectives supported a long-range development goal to improve the quality of education at the primary, lower secondary and higher secondary levels in Iraq.

The UNESCO Iraq Office (UIO) together with the MoE developed a strategy and set of activities that would meet the challenges posed by the ambitious objectives and the extremely tight time frame. These activities grew in scope once the Project was underway and unforeseen challenges were identified. For instance, staff recognized the need to establish a modern prepress center and a textbooks and CD library, all of which were successfully accomplished. More details on the design, implementation and achievements of the Project are described in the following sections.

Beneficiaries of the Textbooks II Project included all school children who received textbooks and their families, teachers in schools throughout the country, the strengthened MoE staff, and the Iraqi private sector, especially the printing press operators and the transport providers who benefited from implementing the activities.

⁹ Actual costs were roughly \$500,000 less than this allocated budget. See Table 8.

¹⁰ See UNDG First Six-Month Report, Section 2.2, pg.12.

B. Timeline

Table 2 below provides a general overview of the key events that took place during the life of the Textbooks Project. It includes both project-specific milestones, such as the work on a national textbook policy, as well as outside events that affected the project such as changes in government. It does not include trainings or workshops. Many smaller activities were not included for the sake of clarity.

Table 2: Operational Chronology of the Project

Date	Operational Events
Aug 2005	Textbooks Quality Improvement Programme II approved by Steering Committee
Sep – Dec 2005	<ul style="list-style-type: none"> • 39 titles revised for content • All titles scanned, their contents edited and the final approved copies stored on CDs • Contracting of 22 printing presses. Doing so first required conducting a survey on national and international printing presses and then inviting qualified presses to participate in a bid. • Pre-printing, storage, logistics and distribution activities take place • 1st request for budget revision approved to change the project end date to 30 April 2006 • 9 million copies of primary, lower secondary and higher secondary school textbooks printed and distributed to children in 14,000 schools
Jan 2006	Printing activities continue
Feb 2006	Storage, logistics and distribution activities end
Mar 2006	Original end date of project
Apr 2006	<ul style="list-style-type: none"> • Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government, ending four months of political deadlock. • New Minister of Education Khodair al-Khozaei appointed • 9 million copies of primary, lower secondary and secondary school textbooks printed and distributed to children in 14,000 schools • 2nd request for budget revision approved to change the project end date to 30 September 2006 and to reallocate funds
May – July 2006	Project implementation ongoing
Aug 2006	3 rd request for budget revision approved to change the project end date to 30 November 2006
Sep 2006	<ul style="list-style-type: none"> • Prepress Centre and the Textbooks / CDs Library are opened by Education Minister • Work on the national textbooks policy document begins
Oct 2006	Policy formulation continues
Nov 2006	<ul style="list-style-type: none"> • National Textbooks Policy approved • Project ends

II. PROJECT DESIGN and IMPLEMENTATION

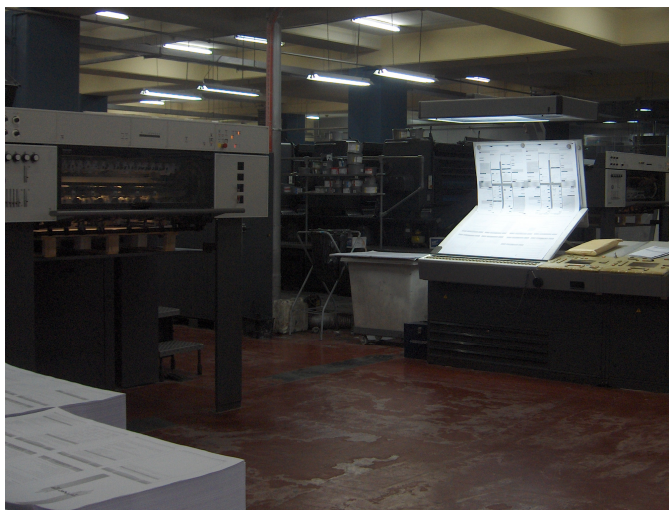
A. Project Design

The logistical feat accomplished in the first six months of the Textbook II project is a model for the principle of quick-impact projects. These projects are based on the premise that a broad-based project that shows impact nationwide overrides arguments in favor of small-scale, localized pilot projects.

The Textbook II Project followed an earlier textbook distribution program for the 2003-04 school year funded by USAID and managed by UNESCO. The earlier project also undertook the important but sensitive task of textbook revision as well as printing and distribution. Such revisions were necessary because textbooks were known to be rife with bias as they were often used as political propaganda vehicles during the previous regime and the years that followed. The major required modifications had to do with avoiding politically oriented content and contentious religious issues, while at the same time promoting gender equality, democratic, human, social and patriotic values. Textbooks also had numerous errors of fact and lack of current information, particularly scientific, because curricula had not been updated during the long period of Iraq's isolation following the Gulf War of 1991.

Education experts in the Textbooks II Project, as in the prior Textbooks I project, also reviewed the content of 39 agreed-upon titles to see if they complied with UNESCO standards for textbooks before the printing phase began. However, in addition to reviewing the content, printing and distributing the texts, this Project broke new ground by developing MoE employees' capacity to manage logistics and storage.

Recognizing ongoing needs to edit and produce textbooks, the Project also worked with the MoE to establish a Textbook and CD library of all existing textbook titles. The Project also built capacity within the MoE by establishing a Prepress Center for the ongoing production of textbooks. Lastly, UNESCO assisted the MoE to formulate a national textbook policy. The purpose of these multiple activities was to increase the sustainability of textbook improvement activities in Iraq.



Textbooks production / ©UNESCO

B. UIO Early Planning and Management Activities

Minute planning characterized the early stage of Textbooks. The UIO management both planned the sequence of steps and anticipated potential pitfalls in the large scale printing and distribution of books across Iraq.

More specifically, they:

- Set up a management team at the UIO in Amman;
- Established coordination and lines of communication with MoE counterparts;
- Established a textbook revision committee;
- Identified monitoring teams in Baghdad;
- Adopted a fast track procurement approach;
- Identified the sequence of steps for title review, approval, printing and distribution;
- Set up monitoring systems; and
- Identified security threats and the best ways to circumvent dangers.

The principal operational tasks were carefully programmed in four components some of which ran concurrently: 1) selection of titles for review and printing; 2) steps in distribution of textbooks and monitoring the process; 3) capacity building in the MoE textbook sector; and 4) the formulation of a textbook policy document.

This Project design would create three levels of Project beneficiaries produced both during the life of the Project (LOP) and years after the end of the Project (EOP), as shown in Table 3.

Table 3: Project Beneficiaries

<p>I. Primary Beneficiaries (during LOP)</p> <p><u>Direct Beneficiaries:</u></p> <ul style="list-style-type: none"> • 6 million Primary and secondary school students throughout Iraq; • 14 key MoE textbook designers; and • 10 MOE heads of school textbooks authoring committees. <p><u>Indirect Beneficiaries:</u></p> <ul style="list-style-type: none"> • Up to 2000 workers in Iraqi private printing presses, transportation and distribution who received employment as a direct result of project activities; • MOE logistics and distribution staff working at the central and directorate warehouses; and • All MoE teachers who can plan activities systematically based on use of modern texts.*
<p>II. Secondary Indirect Beneficiaries (EOP to 1.5 years after):</p> <ul style="list-style-type: none"> • Ministry and school professionals who benefit generally from Project equipment and/or from primary direct and indirect beneficiaries' new knowledge, skills, networks, etc. in their institutional unit(s); and • All students, teachers and MoE educational experts affected in the coming years by the continuous development of school textbooks by the trained personnel in the MoE Prepress Center.
<p>III. Tertiary Indirect Beneficiaries (over 1.5 years after EOP): Families of primary and secondary teachers and students in Iraq as well as the Iraqi community at large due to continuous improvement in the content and quality of school textbooks.</p>

Sources: Textbooks Project Paper and Textbooks Completion Report

* The total estimated number of teachers at all levels in Iraq is 74,000 in the Project Design Documents.

C. Implementation

Project objectives were achieved through a methodical, step by step process taking place over 15 months between September 2005 and November 2006. Despite the political and social upheaval of this time period, Textbooks maintained progress toward its original goals and aims.

Step 1: Project Initiation

At the outset of the Project, the UIO and the MoE established the teams and committees responsible for decision making, implementation steps and monitoring. A UIO management team headed by a full time Project Manager and backstopped by project staff handled the management details and coordinated with the MoE committees in Baghdad. This team took responsibility for planning procurement activities and technical specifications/analysis, the day-to-day decisions, management of information and the development of tracking systems for the complex delivery system (summarized below). In Baghdad, UNESCO Monitors were assigned to follow up all activities that took place in Iraq. These activities included coordinating with the MoE, checking on the printing presses and later monitoring the delivery of the textbooks to MoE warehouses.

The MoE in Baghdad created three monitoring committees responsible for: 1) coordinating with UIO in Amman and providing oversight to the other two committees; 2) checking on and confirming the arrival of textbook shipments at the central warehouses; and 3) monitoring the quality of the printing by the Iraqi presses. Although these initial plans for oversight and monitoring seemed reasonable, in practice the smooth functioning of these committees was thwarted by bureaucracy, constant security threats and changes in the assigned responsibilities of MoE staff. In practice the committees did not function at all and the UNESCO Monitors assumed those responsibilities.

Step 2: Textbook Review and Printing Press Selection

In order to prepare the textbooks for printing, a group of education specialists reviewed the 39 agreed upon titles and revised the content according to UNESCO/international standards.¹¹ Modifications had to do with avoiding inappropriate political content and disputed religious issues as well as promoting gender equity, democratic values and tolerance.

A perplexing issue confronting the UNESCO management team was where to print the textbooks. UNESCO had to weigh the goal of producing high quality and therefore more durable textbooks outside the country against the equally important goals to create a printing and distribution structure within the Ministry and provide employment opportunities in Iraq. Originally, the Project design called for seven million texts to be printed in Iraq thereby providing jobs and building capacity within the country. Constraints within Iraq, however, required a modification of the original goal. The limited production capacity of qualified Iraqi presses, scarcity of printing paper and supplies and time demands of the project which needed textbooks for the school year caused a shift in the numbers.

¹¹ UNESCO Guidebook on Textbook Research and Textbook Revision. Note: this source was not reviewed by the SI Evaluation Team.

After qualified presses were invited to bid, four international and 18 national presses won printing contracts. Despite concerns about the quality and availability of supplies and the quality of the Iraqi printing presses, the Project ultimately decided to print 46% of the textbooks in Iraq. This reduction still ensured promotion of employment within the sector, one of the ITF goals.

Step 3: CD Production and Printing

Typically books are printed from CDs which are stored at the Ministry. However, at the beginning of the Textbooks II Project in 2005, it became clear that not all of the 39 titles to be printed had electronic versions. As CDs were either not available or old and of poor quality, textbooks had to be scanned, edited and then stored on CDs. These necessary extra steps, as well as the poor quality that resulted from scanning a badly deteriorated copy, highlighted the need for a prepress unit within MoE and for a CD library to house the hard copy and electronic version of the newly edited texts. Once the MoE approved the edited textbook and provided authorization, printing activities commenced. The international printing presses provided UNESCO with bi-weekly progress reports; national presses were monitored by the MoE or alternatively the UNESCO Monitors. UIO also received copies of final drafts for approval. Along the way UIO/MoE modified the target textbook goal from 10 million to 9 million books.

Step 4: Distribution

Distributing and tracking the textbooks presented a logistic challenge. Once a distribution plan was put into action and a local transportation bid was issued and contracted, the textbooks had to travel through the country to reach the district schools. UNESCO tried to minimize risks posed by the volatile security situation by implementing a monitoring and logistics strategy that included partial shipments, computerized shipment tracking, and daily reporting. Advance notice of shipments was not given in order to minimize the risk of shipments being hijacked.

The printed texts were delivered and stored in central MoE warehouses prior to distribution. UIO devised a receipt system to confirm delivery. Though the warehouses were often ill-equipped and understaffed, UNESCO Monitors evaluated the facilities and assisted the MoE staff in the management and storage arrangements of the shipments. Additionally, a comprehensive documentation system was put into place so that the textbooks were tracked at all times. Daily reports from the Monitors supplemented this and ensured that the textbooks were stored efficiently and safely. As a result of adhering to these measures all shipments reached their final destinations in the 18 Governorates within six months. At that point the MoE took responsibility for distributing the textbooks from the Governorates to individual schools.

Because the Project was designed to improve curriculum throughout the country, the textbooks were allocated to schools in all of the 18 Governorates. This ensured that books would be made available to children belonging to socially marginalized groups and to both girls and boys.

Step 5: Tracking and Monitoring

The logistics demands of printing 9 million textbooks (the final number), checking the quality of product, packing and shipping books to the MoE warehouses and then onward to the final destination at the Directorates of Education (DoE) in each Governorate required meticulous monitoring systems.

UNESCO management in Amman established a computerized monitoring system that allowed the staff to track each shipment of books from printers in Iraq and neighboring countries to the MoE warehouses in Baghdad. Printers were requested to pack book titles in batches according to the final destination to minimize repacking and sorting in the MoE warehouses. The warehouses themselves were divided according to the Directorates and thus as shipments were received and checked they were stored for easy movement. Shipment reports accompanied each delivery to the MoE warehouses where each shipment was checked and a receipt signed.

The UNESCO Monitors checked activities either at the presses or warehouses on a daily basis and reported back to UNESCO management. A senior manager described the Monitors as ‘our eyes and ears’ in Iraq. In fact they assumed the monitoring roles that the MoE committees had been assigned but were unable to carry out. The need to take special precautions to ensure the safety and security of the UNESCO Monitors added another level of complexity to working inside Iraq during this dangerous period. Monitors had instructions to be unobtrusive, to remain at the warehouses only while MoE staff were there, and to remain at home during periods of particular upheaval. As a final step, school principals picked up their texts directly from the Directorate to avoid potential dangers during delivery.

Additional Activities

While implementing its original activities of printing and distributing textbooks, staff identified the additional needs for a Textbook and CD library of all existing textbook titles, a Prepress Center, and the training of MoE Textbook Designers to operate the Prepress Center.

The Textbooks and CD library would serve as the new archive for MoE textbooks, as the old one had been almost completely destroyed. It would also serve as a resource for those involved in textbook development. The Prepress Center and training of MoE Textbook Designers were needed so that the MoE had the internal capacity to edit old textbooks and produce new ones.

The fully-furnished library and the Prepress Center were opened in September 2006. To ensure that each met its objectives, the MoE in Baghdad was given a hard copy and a CD for each of the 39 titles reviewed for the new library and the Prepress Center was equipped with 14 designing stations with the latest software, scanners and printers.



Textbooks and CD library / ©UNESCO

III. DESCRIPTION and ANALYSIS of PROJECT OUTPUTS

A. Equipment, Supplies and Commodities

While a slight misnomer, the standard budget category *Equipment* in the original proposed and approved budget included the costs for the *contracts* to print and deliver 9 million school textbooks to the MoE warehouses as well as the costs for the equipment (Prepress computers, printers, etc) and furniture. While the total cost for these was estimated to be US\$5,692,800, the actual cost was slightly higher at \$5,770,431.¹² (See Table 4)

Table 4: Planned Equipment, Supplies & Commodities and Their Estimated Costs¹³

Item Description and/or Function	Planned No. of Items	Total Estimated Cost (US\$)
<i>Equipment</i>	n.d.	5,692,800
<i>Supplies & Commodities</i>		0
Total Costs	---	5,692,800

Sources: Textbooks Proposed Budget (12 August 2005), Textbooks Completion Report and Financial Status Report (31 December 2007)

A spot-check was carried out by Stars Orbit Consultants (SOC), a local firm contracted by SI, to confirm the existence and current state of the equipment. (See Table 5) As the name implies, the check was not intended to be an exhaustive count, in part because the SI Team did not have access to equipment lists per site (either planned or actual). Stars Orbit reports that data gatherers visited a MoE administration building in Baghdad and found four computers, two printers and a server in working condition. They were also reported to be sufficient in number and good quality. The General Manager interviewed at the site recommended “continuous training on the modern education.” (More equipment analysis is provided in Section C.)

Table 5: Spot-checks of Equipment, etc. at Textbooks Project Locales

City and/or Province	Region of Locale	Type of Locale Visited	Position of Person(s) Interviewed	# and Sex	
				M	F
1. Baghdad	Center	Administration Building*	General Manager (DoE)	1	0
TOTAL			1	1	0

This location also used for another project, Education Management Information System (EMIS).

¹² The final budget in the Completion Report assigns the funds previously designated as Equipment to Contracts. As this is inconsistent with the original approved budget and the budget detailed in the Financial Status Report, this designation is not used here. As explained above, however, these funds were used to pay the contracts for printing and distributing textbooks.

¹³ Note that the bulk of this was used for printing services.

The SI Education Specialist reviewed various sample textbooks in order to confirm first-hand the quality of textbooks produced in the region as well as those produced in Iraq.

She did not review the textbooks for context because this was previously done by a panel of international experts, as mentioned above, and she does not speak Arabic. Though several samples were examined carefully the review was not intended to be exhaustive nor to establish specific criteria for selection. The samples from different subjects and levels revealed a marked difference in the quality of the printed materials. (See Box 1) The reviewer noted factors such as paper quality, page layout, illustrations, general attractiveness, ink application, binding, clarity, and accuracy or conversely obvious mistakes. It should be noted that the small sample of texts reviewed was not sufficient to draw a negative conclusion about the abilities of the printing sector in Iraq.

Box 1: Comparison of Printing Quality of Sample Materials

<u>English text, Book II grade 7, printed in Iraq</u>	<u>Physics text printed in Bahrain</u>	<u>Literary Reader 2: Oliver Twist printed in Egypt***</u>
<ul style="list-style-type: none"> • Contains disk for later reproduction* • Content pages stapled and poorly glued into binding • Binding glue beginning to open • Page numbers centered properly • All illustrations in a single color (blue)** • Some illustrations blurry** 	<ul style="list-style-type: none"> • Glossy cover** • Tight binding • Tables and graph layout straight and even • Multicolored printing and illustrations** 	<ul style="list-style-type: none"> • Uneven ink application: dark areas mixed with light pages (still legible)** • Layout spacing even, page numbers centered • Illustrations used the interesting original woodcuts and all black and white** • Binding appeared adequate

*According to UNESCO, all contain disks regardless of printing location

**According to UNESCO, these characteristics were dependent upon the original CD MoE provided them with

***Printed from old scanned copy prior to the installation of the Prepress equipment

Clearly the choice of printer and whether to use regional or local businesses is a policy decision related to the larger goals. For instance, one goal of the ITF is to support opportunities for local Iraqi businesses. In this regard it must be noted that though in some instances the differences in quality were great, our understanding is that all the printers provided a sample text for review before printing the batch. This review allowed the UIO project staff to catch errors and make corrections. Thus many texts, while less beautifully produced, met the standard of correctness. Additionally, the UNESCO Monitors paid frequent visits to the Iraqi printers to check on quality of their printing. In the most optimistic point of view, the printers' work with UNESCO should lead to a better understanding of international standards of quality.

B. Training/Learning Events

In addition to equipment purchased and textbooks produced as part of this Project, two workshops took place: 1) Graphic Design Workshop; and 2) Textbooks Writing and Designing Workshop. (See Table 6 on the next page)

The Graphic Design Workshop grew out of the major focus of the Project: printing and delivery of textbooks to primary and secondary school children. As this function is to be maintained

within the MoE, there is a great need for continuing to upgrade in-house skills in technical aspects of textbook design.

The training workshop provided learning on the technical aspects of graphic design. Participants had the opportunity to visit modern printing houses in Jordan to witness the printing stages and the role of the pre-press design unit.

The Textbooks Writing and Designing Workshop was provided to the heads of the school textbooks authoring committees, which consisted of curricula experts from the Directorate of Curriculum, the Educational College and the Science College. The workshop provided opportunities for the participants to apply current theories in design and textbook writing including the use of modern teaching learning techniques and evaluation theories during practicum segments.

Table 6: Total Iraqi Participants in Training/Learning Events for Textbooks

Event	Dates	Location	Training Provider(s)	Type(s) of Pax ¹⁴	No. of Pax	No. (%) of Pax by Sex		No. (%) of Pax by Region		
						M	F	Center	North	South
1. Workshop in Graphic Design	2 – 15 Jul 2006	Amman, Jordan	Al-Quds College	MoE textbooks designers from the General Directorate of Curriculum- Baghdad	14	7 (50)	7 (50)	14 (100)	0 (0)	0 (0)
2. Workshop in Writing & Designing	20 – 24 Aug 06	Amman, Jordan	Consultant from Lebanon	Curricula experts from the Directorate of Curriculum, the Educational College, and the Science College	9	6 (67)	3 (33)	9 (100)	0 (0)	0 (0)
TOTAL					23	13 (57)	10 (43)	23 (100)	0 (0)	0 (0)

Source: Training Tables provided by UNESCO

¹⁴ Pax is an abbreviation for Participants.

C. Analysis

In order to understand the effectiveness and satisfaction with these materials and events, data gatherers in country (SOC) conducted questionnaires and focus groups with trainees in Baghdad. Note that questionnaires and focus group meetings were held nearly two years after the training event. Participants are described below in Table 7.

Table 7: Project Beneficiaries Who Participated in the Evaluation

Participating Beneficiaries	Illustrative Positions of Participating Beneficiaries	Illustrative Training/ Learning Events Represented	Geographic Coverage Represented			No. of Participating Beneficiaries		
			Center	North	South	M	F	Total
Individual trainees – questionnaires	Education experts, specialists from DoE and MoE, and a teacher	Training on books designing and authoring	9	N/A	N/A	6	3	9
Groups of trainees –FGs (N=1 FG)	Education experts and specialists from MoE, and a teacher	Training in textbook authorship	9	N/A	N/A	5	4	9
Total			18	0	0	11	7	18

1. Content of Workshops

With regard to the subject-matter relevance to present or future needs, 100% responded that the subject matter was “somewhat relevant” (only an average rating); however, 100% stated that the training was “about right” for their level of knowledge. 100% of the participants also said that the instructors knew their subject matter well.

An inconsistency emerges in questions regarding usefulness (clearly related to relevance). 100% stated that they were using the learning “almost all the time” in the workplace, the most positive response available. The inconsistency continues as the respondents enumerated specific accomplishments that resulted from training in positive terms. These included comments such as “knowledge of the new and high tech equipment...” and “work on the color separation method.”

In response to a question about how training had benefited them personally, one trainee mentioned “the knowledge of the new and high technological equipments such as Macintosh and the scanners with the special features.” Another response to the same question mentioned their exposure to Adobe and Photoshop stating that “these programmes are not easy to work on and the professionals in this field are very rare.”

Box 2: Comparison with Post Training Evaluations

The SI Education Evaluator’s review of randomly selected participant evaluations completed just after the close of the courses also indicate that the course content was rated “Very Good to Excellent” by a high percentage of trainees (ranging between 78% and 93%).

Comparing the various data sources (focus groups, questionnaires and written evaluations), it seems clear that the workshops were largely appreciated and useful. Inconsistencies might be explained by inexact translation, imperfect understanding of the question or merely the frustrations of the workplace experienced during the intervening period. The most plausible and common explanation could be that the participant backgrounds and skills going into the courses varied widely. Under that circumstance the benefit of the courses would differ depending on how the instructor geared the material, i.e., to the more advanced or to the mid or lower group.

2. Equipment

In response to questions about the adequacy of the equipment respondents mentioned the high technology printers and scanners, the G5 computers and the Macintosh equipment as particularly useful to their editing especially work which involved photos and colors and changing of scripts. "...these equipments are not found in any other centre in Iraq."



Samples of the produced textbooks

@UNESCO

Problems mentioned associated with equipment and supplies included:

- The software cannot be updated;
- There was no maintenance department for the new computers and high technological scanners;¹⁵
- Textbooks need an archive of photos and visual aids but they don't have a camera to create this archive;
- The computers were not connected to the internet which would have reduced the time in transferring the information between different computers and different parts of the building. As a result, data was transferred via memory sticks which led to serious computer viruses and sometimes losing data.¹⁶

¹⁵ According to UNESCO, they trained a technical support MOE Staff but the MOE decided to use him elsewhere.

¹⁶ According to UNESCO, they created a network connecting all computers to each other and to a server but MOE staff were not able to solve technical problems after losing their technical support person to another department. UNESCO went on to comment that the internet is the responsibility of the MOE.

IV. BEYOND OUTPUTS

A. Institutional Strengthening

1. Formulation of a National Textbooks Policy

The National Textbooks Policy analyzed the major elements and stages in the production of textbooks as well as the competencies needed at each stage. The Policy is a detailed document that goes beyond operational issues of printing and distribution. It discusses curricula development, textbooks authoring, the importance of the Prepress operations for sustainability, the need for lead time, and procurement of basic materials such as paper, distribution, etc stating each problem in this chain and suggesting suitable solutions. More important, it speaks to the staff responsibilities and competencies needed within the MoE to continue the designing, printing and distribution of textbooks.

2. Program Management

On the basic issue of project management the Textbooks II Project was a model of efficiency. The combination of a competent team aiming for high standards and skilled in the use of a highly sophisticated tracking software made it possible to complete the ambitious goals in the time frame. An underlying quality that was also evident in the communications and relationships of the UIO education team was their commitment to the outcomes of the projects. This nebulous quality -- whether it be professionalism or leadership or loyalty – maintains cohesiveness through long hours and disappointments.

B. Sustainability

1. Capacity Building

The training workshops provided, in particular the Graphic Design workshop, appear to meet precisely key factors for ensuring sustainability. Objective 2 listed ‘capacity development of MoE staff in textbook production and distribution’ as a project goal. The MoE staff, trained in graphic design, remains in place since the 2006 Project end date. They continue editing and producing texts and CDs, a certain indicator of project success in the important quality of institution building. The ultimate test for an institution is to be able to sustain the gains and accomplish the institutional obligations without outside help. This can only be done if there is internal capacity.

2. Private Sector Development

Employment opportunities were created in the transportation and delivery sectors as well as for printers. For instance, in a success story UIO staff identified the creation of over 2,000 employment opportunities in the printing fields: revision, CD production, printing, logistics (storage, monitoring and transportation), manufacturing and more. (Note: often this type of on the job training is uniquely successful as practice is built in and the feedback on implementation is immediate.) The experience generated through the logistics operations within the warehouses as well as the tracking and distribution of great volumes of material are the best indicators of strengthening across many areas and private sector businesses.

Another aspect of the project accomplishments that bears further discussion is the example that UNESCO and in particular the UIO Textbook Team provides to other international agencies.

The success story points out that “several international agencies refused to be engaged in the implementation of a Fast Track project that had to be completed in a short timeline.” UNESCO accepted the challenge knowing the difficulties but ready to place the necessary management resources to attend constantly to the details of the project implementation. The efficiency of the implementation process, as well as the Project’s ultimate success in meeting the goals of printing and distributing nine million textbooks, is a testament to the competency and the diligence of the UIO team.

V. COST EFFECTIVENESS

This analysis looks at the breakdown of the budget according to the 10 standard budget categories and the differences in them from the originally approved amounts to the final approved amounts (that is, after budget revisions) to the final actual amounts. Please note that certain budget categories may not adequately describe what the funds were used for. For instance, in this Project, the *Equipment* budget is actually used to *procure* printing services.

While the final budget in the Completion Report did assign funds in the *Equipment* category to the *Contracts* category to better reflect actual spending, this was not the way funds were consistency labeled. Given this and some other discrepancies between project documents, this designation is not used here. Instead Table 8 and Figure 2 display the most consistent allocation of the budget for Textbooks. Overall, this project came in under budget, leaving approximately 7% of its allocated budget untouched. This is because every single line item, both in the original and revised budgets, overestimated the funds needed to carry out this project. The only exception to this is the original budget for Equipment (mainly for printing services), which is by far the largest component of the budget. For all other items in the original budget, the overestimations were quite large: Personnel (39% over), Training (58% over), Travel (85% over) and Security (97% over).

Table 8: Project Budgets

Category	Original Approved Budget	Final Approved Budget After Revisions	Actual Cost	Actual as % of Original	Actual as % of Final
Personnel	339,000	214,000	205,481	61%	96%
Contracts	187,200	187,200	146,075	78%	78%
Training	250,000	250,000	104,886	42%	42%
Transport	-	-	-	0%	0%
Supplies & commodities	-	-	-	0%	0%
Equipment	5,692,800	5,917,800	5,770,431	101%	98%
Travel	120,000	20,000	17,922	15%	90%
Security	130,550	130,550	3,583	3%	3%
Miscellaneous	51,000	51,000	37,233	73%	73%
Agency management support	329,450	329,450	314,080	95%	95%
Total	7,100,000	7,100,000	6,599,692	93%	93%

Sources: Completion Report for Textbooks Quality Improvement Programme II, Textbooks 2005-2006 MoE Budget (revised 12th August 05), Request for Budget Revision (April 2, 2006) and Financial Status Report (as of 31 December 2007).

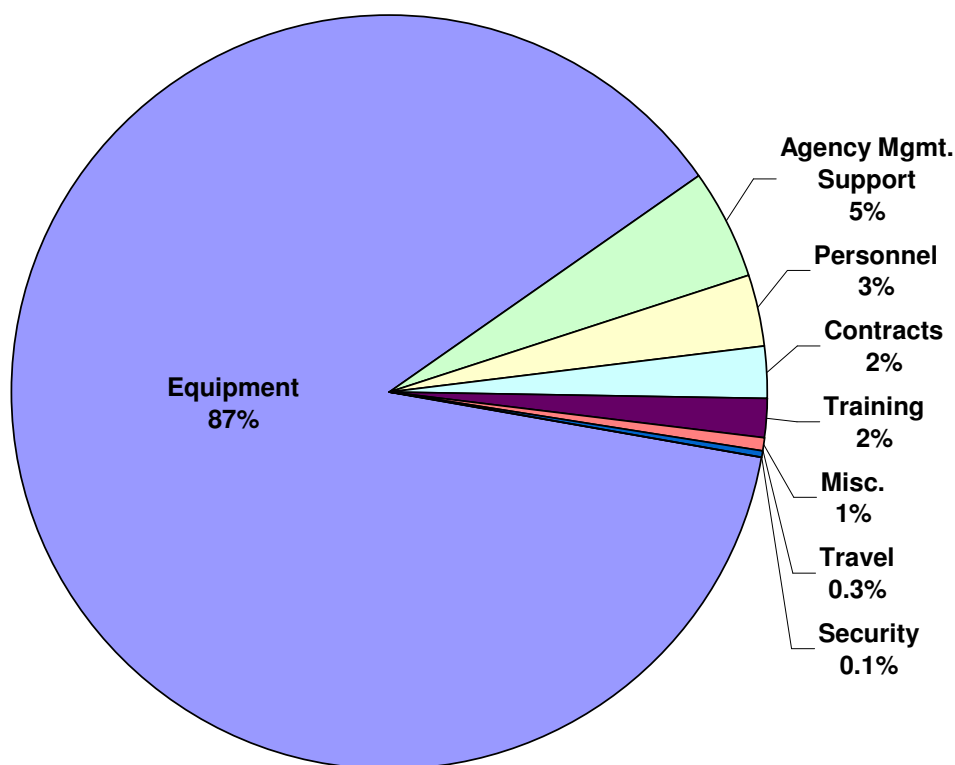
In April 2006, a budget revision to reallocate funds from one budget line to another was requested and approved. This mainly involved reallocating \$125,000 from Personnel and \$100,000 from Travel to Equipment in order to establish a “Pre-Press Centre” and a “Textbooks and CDs Library.” Most of the MoE’s textbook archives were destroyed during the Iraqi conflict; all that remained were old scanned copies of poor quality. Revising and reproducing these textbooks meant scanning them again as no electronic copies were available. This proved unworkable given the poor quality. Thus staff identified the need for a modern pre-press centre that would enable education experts to edit old textbooks and produce new ones. In addition, to protect the old archive and all future publications as well as to provide authors and researchers with resources that could be used when developing textbooks, the need for a textbook and CD library was also identified.

As a result of the reallocation the budgeted costs for these three line items were much closer to the actual costs. The whole exercise of reallocating the budget highlights the importance of being able to move funds in order to respond to new challenges as they arise and successfully carry out the assigned tasks.

The actual budget allocation clearly shows that funds were indeed used to achieve the first and most costly objective of this project: assisting the MoE in the printing and distribution of 9 million copies of 39 textbooks. In fact, 87% was dedicated to the procurement of printing services, which fell under the Equipment budget, to accomplish this task. Of course, part of this 87% also went to the second objective- capacity building of MoE in the field of textbooks production- since as mentioned above, this included establishing and equipping a modern prepress centre and a textbooks and CDs library.

Training was also a vital aspect of this second objective. As discussed above, there were two trainings: a 15 day course on the latest designing software in Amman for 14 MoE staff and a seven day workshop also in Amman for 9 MoE specialists on writing and designing textbooks.¹⁷ While this only constituted 2% of the budget it amounts to \$4,560 spent per trainee. In fact, this number should be slightly higher to also account for the international capacity building consultants that were hired to provide this training (their costs fall under personnel). While the original budgets did contain this specificity regarding the composition of line items, the actual costs did not so that we cannot account for these additional costs.

Figure 2: Actual Budget Allocation



Overall, the actual budget allocation provides strong evidence that project funds were used according to the project's objectives.

VI. LESSONS LEARNED

1. To build capacity within the Ministry of Education to produce and print textbooks the Prepress Center was established. While this was a great idea and necessary addition, in order for it to be valuable and worthwhile, it needs to be maintained and the technical capacities of the MoE staff to operate it need to be periodically reviewed and updated.

¹⁷ While the completion report states that 10 people attended the workshop, other UIO documents indicate that only nine people attended it. (See Table 6)

2. Examination of the content of the textbooks was fundamental to the success of the Textbooks II Project and further to the improvement of education in Iraq. The content of the 39 texts selected for the Textbook II program was reviewed by experts and modified with the concurrence of the Ministry of Education to remove discriminatory passages and political references. At this time, errors of fact were again found in the content. Thus, as the MoE assumes responsibility through the Prepress center for printing new texts, content review remains fundamental.

VII. RECOMMENDATIONS

A. Participant Recommendations

Both the questionnaires and focus groups solicited recommendations for Project improvement. The following are their comments, paraphrased to provide clarity to the English language expression. No changes were made if the intention was not totally clear.

1. Refresher courses should be provided to the participants every 6 months and the more qualified participants should be sent to a more advanced course in the same field.
2. In the future and for any course, the time should be more than 10 days to give the participants enough time to understand and make use of the applications and information learned.
3. Courses should take place in the northern part of Iraq to reduce time and effort lost.
4. There should be arrangements to provide the participants with new software and to update it as necessary.
5. Training should include a visit to developed and modern printing and publishing houses located in the area.
6. A modern and developed publishing and printing facility should be built in Baghdad or other provinces to achieve the goal of the Project and make it easy to print and publish the text books without spending money and effort by sending the material outside Iraq.
7. Help the participants in collecting and gathering different photos for Iraqi sites by providing them with the modern cameras and start a project concerning a new archive for Iraq sites.
8. Ensure communication between the organization and the participants after training completed.

SI comments: The frequent and predictable participant recommendation for refresher courses carries some merit. No doubt it stems from the lack of opportunity for training during the recent past combined with awakened desire to perform and excel. However refresher courses, conferences and meetings generally benefit professionals in all fields and are recognized across the board as a value.

The question for the international agencies is how much of this should be provided through the ITF and how much by the Iraqi government. Even though UNESCO is not likely to continue providing textbooks on a continuum, there is an argument for ITF continuing to provide support to the education sector in curriculum development. First the work on curriculum has an international application. Working with a partner in another country on issues such as textbook content or methodologies could be a productive follow-on endeavor that would serve to protect the original investment. Additionally, the education sector potentially has significant impact on the entire population of Iraq.

B. SI Recommendations

1. **Training Activities.** Training activities should provide for practical applications, transfer techniques should be built into the design (some of these techniques include post-training communications, newsletters, etc) and evaluation should also be built into the design. A common maxim is that what is not measured cannot be improved.

Regarding transfer techniques, as professional trainers and evaluators have looked at training results over the years they have formed a consensus that the learning and competencies practiced during a training event are not actually applied in the work place unless specific measures are taken to ensure that these new skills are applied. Participants quickly tend to revert to the old way of doing something rather than risk failing by using a new and awkward technique. The new skills often make the worker slower or subject to criticism from peers and even from superiors.

Techniques that contribute to the Transfer of Training in the workplace include

- Preparing the supervisors to support the newly trained employee;
 - Providing a preview of course materials to prospective participants before the course begins;
 - Arranging refresher sessions;
 - Providing job aids such as memory aids cards or timed communication between participants; and
 - Publicizing successes.
2. **International Cooperation.** International cooperation which has already begun on many of the education projects should be pursued vigorously. Teacher exchanges, short visits, and web contacts will all contribute to an increased understanding of international standards and a grasp of the most positive and workable techniques.
 3. **Human Resource Policies.** Comprehensive human resource policies contribute to retention of trained employees. After the initial ITF investment in materials and training, MoE can solidify gains by instituting policies that attract trained individuals to remain in place. A set of policies might cover recruitment, specific performance that leads to advancement, retention, the performance evaluation guidelines and other areas that contribute to rewards and stability. Such policies also provide substance to performance evaluations carried out by senior officials.

APPENDICES

APPENDIX A: Additional Tables

Table A.1 Chronology of Key Events in Iraq

Date	Event
Mar 2003	<ul style="list-style-type: none"> • American missiles hit targets in Baghdad, marking the start of a US-led campaign to topple Saddam Hussein. • In the following days US and British ground troops enter Iraq from the south.
Apr 2003	<ul style="list-style-type: none"> • US forces advance into central Baghdad. Saddam Hussein's grip on the city is broken. • In the following days Kurdish fighters and US forces take control of the northern cities of Kirkuk and Mosul. • There is looting in Baghdad, including the Iraqi National Museum, and elsewhere in the country.
May 2003	<ul style="list-style-type: none"> • President Bush announces end of military operations in Iraq- "Mission Accomplished." • UN Security Council backs US-led administration in Iraq and lifts economic sanctions. • US administrator abolishes Baath Party and institutions of former regime. Many consider this decision as the trigger for insurgency in the country.
Jun 2003	
Jul 2003	<ul style="list-style-type: none"> • Iraq's 25-member Governing Council met for the first time on 13 July, 2003. The Council includes 13 people described as Shi'a, five Kurds, five Sunni Arabs, one Christian and one Turkoman, including three women. • Commander of US forces says his troops face low-intensity guerrilla-style war. • Saddam's sons Uday and Qusay killed in gun battle in Mosul.
Aug 2003	<ul style="list-style-type: none"> • Deadly bomb attacks on Jordanian embassy in Baghdad. • Saddam's cousin Ali Hassan al-Majid, or Chemical Ali, captured. • The United Nations Assistance Mission for Iraq (UNAMI) heralded in Security Council. • Resolution 1500 adopted on 14 August 2003 as a one-year follow-through mission in the wake of the Oil-for-Food program handover on 21 November 2003. • Bombing of UN Canal Hotel in Baghdad kills at least 22 people, including SRSG Sérgio Vieira de Mello, and wounds over 100. • A massive car bomb claimed the lives of one of Shiite Islam's top clerics Ayatollah Mohammed Baqr al-Hakim and 124 others. • Evacuation of all UN Staff from Iraq begins.
Sept 2003	<ul style="list-style-type: none"> • The members of Iraq's first post-war cabinet were announced on 1 September after weeks of wrangling: <ul style="list-style-type: none"> ○ Minister of Culture: Mr. Mufid Mohammad Jawad al-Jazairi ○ Minister of Education: Dr. Alaa Abdessaheb al-Alwan ○ Minister of Labour and Social Affairs: Mr. Sami Azara al-Majun ○ Minister of Planning: Dr. Mahdi al-Hafez ○ Minister of Youth and Sports: Mr. Ali Faek al-Ghadban ○ Minister of Higher Education: Dr. Ziad Abderrazzak Mohammad Aswad ○ Minister of Human Rights: Mr. Abdel Basset Turki ○ Minister of Technology: Mr. Rashad Mandan Omar ○ Minister of Foreign Affairs: Mr. Hoshyar Zebari ○ Minister of Water Resources: Mr. Latif Rashid • Evacuation of all UN Staff from Iraq continues.
Oct 2003	<ul style="list-style-type: none"> • Madrid Donors' Conference - A summit of international donors raises at least \$13bn in pledges, mainly in grants, to help towards the reconstruction of Iraq. With \$20bn already pledged by the United States, the \$33bn total falls short of the estimated \$56bn needed to

Date	Event
	rebuild the war-torn country. The pledges include: <ul style="list-style-type: none"> ○ \$5bn from Japan in grants and loans ○ \$500m from Kuwait ○ \$500m from Saudi Arabia in loans plus \$500m in export credits ○ \$232m from Italy ○ \$812m from the European Union ○ \$290,000 from Slovakia ○ \$24.2m from China ○ \$3bn-\$5bn from the World Bank ○ \$4.35bn over three years from International Monetary Fund <ul style="list-style-type: none"> • Evacuation of all UN Staff from Iraq continues.
Nov 2003	<ul style="list-style-type: none"> • End of UN Oil for Food Program for Iraq • Evacuation of all UN Staff from Iraq ends.
Dec 2003	Saddam Hussein captured in Tikrit
Jan 2004	Ross Mountain becomes the new SRSG ad interim for Iraq
Feb 2004	More than 100 killed in Erbil in suicide attacks on offices of main Kurdish factions.
Mar 2004	Suicide bombers attack Shia festival-goers in Karbala and Baghdad, killing 140 people.
Apr 2004	Establishment of UNESCO Iraq Office. Temporarily located in Amman-Jordan.
Apr-May 2004	<ul style="list-style-type: none"> • Shia militias loyal to radical cleric Moqtada Sadr attack coalition forces. • Hundreds are reported killed in fighting during the month-long US military siege of the Sunni Muslim city of Falluja. • Photographic evidence emerges of abuse of Iraqi prisoners by US troops.
Jun 2004	<ul style="list-style-type: none"> • US hands sovereignty to interim government. <ul style="list-style-type: none"> ○ First Iraqi President: Mr. Ghazi Mashal Ajil al-Yawir ○ Foreign minister: Hoshiyar Zebari ○ Minister of Human Rights: Bakhityar Amin, ○ Minister of Public Works: Nesreen Mustafa Berwari, ○ Minister of Science and Technology: Rashad Mandan Omar, ○ Minister of Planning: Mahdi al-Hafez, ○ Minister of Sport and Youth: Ali Faik Alghaban, ○ Minister of Women's Affairs: Nermin Othman ○ Minister of Labour: Leila Abdul-Latif ○ Minister of Education: Sami Mudahfar, ○ Minister of Higher Education: Tahir al-Bakaa ○ Minister of Culture: Mufid Mohammad Jawad al-Jazairi • Saddam Hussein transferred to Iraqi legal custody.
Jun 2004	
Jul 2004	UN Secretary-General Mr. Kofi Annan, names Pakistan's current Ambassador to the US and Mr. Ashraf Jehangir Qazi, as his Special Representative for Iraq.
Aug 2004	Fighting in Najaf between US forces and Shia militia of radical cleric Moqtada Sadr.
Sep-Oct 2004	
Nov 2004	Major US-led offensive against insurgents in Falluja.
Dec 2004	
Jan 2005	An estimated eight million people vote in elections for a Transitional National Assembly. The Shia United Iraqi Alliance wins a majority of assembly seats. Kurdish parties come second.
Feb 2005	At least 114 people are killed by a massive car bomb in Hilla, south of Baghdad.

Date	Event
Mar 2004	
Apr 2005	Amid escalating violence, parliament selects Kurdish leader Jalal Talabani as president. Ibrahim Jaafari, a Shia, is named as prime minister.
May 2005	<ul style="list-style-type: none"> • Surge in car bombings, bomb explosions and shootings: Iraqi ministries put the civilian death toll for May at 672, up from 364 in April. • The first democratically elected Iraqi government in 50 years was sworn in. <ul style="list-style-type: none"> ○ President Jalal Talabani ○ Prime Minister Ibrahim Jaafari ○ Foreign Minister: Mr. Hoshiyar Zebari ○ Minister of Planning: Mr. Barham Saleh ○ Minister of Higher Education: Mr. Sami Al Mudhaffar ○ Minister of Water Resources: Mr. Latif Rashid ○ Minister of Environment and Acting Human Rights Minister: Ms. Narmin Othman ○ Minister of Labour and Social Affairs: Mr Idris Hadi ○ Minister of Educaiton: Mr. Abdel Falah Hassan ○ Minister of Culture: Mr. Nuri Farhan al-Rawi ○ Minister of Science and Technology: Ms. Basimah Yusuf Butrus ○ Minister of Youth and Sports: Mr. Talib Aziz Zayni ○ Acting minister of state for tourism and antiquities: Mr. Hashim al-Hashim
Jun 2005	<ul style="list-style-type: none"> • Massoud Barzani is sworn in as regional president of Iraqi Kurdistan. • Brussels Donors' Conference - Iraq donors' conference in Brussels achieved what participants hoped it would in terms of drumming up support for Iraq's transitional phase. The overwhelming phrase echoed by some 80 nations and international organizations was "We will do more, when the security situation allows it."
Jul 2005	Study compiled by the non-governmental Iraq Body Count organization estimates that nearly 25,000 Iraqi civilians have been killed since the 2003 US-led invasion.
Aug 2005	<ul style="list-style-type: none"> • Draft constitution is endorsed by Shia and Kurdish negotiators, but not by Sunni representatives. • More than 1,000 people are killed during a stampede at a Shia ceremony in Baghdad.
Sep 2005	182 people are killed in attacks in Baghdad, including a car bomb attack on a group of workers in a mainly-Shia district.
Oct 2005	<ul style="list-style-type: none"> • Saddam Hussein goes on trial on charges of crimes against humanity. • In a general referendum, voters approve a new constitution, which aims to create an Islamic federal democracy.
Nov 2005	<ul style="list-style-type: none"> • A series of coordinated bomb attacks on three hotels in Amman, Jordan, on November 9, 2005. Al-Zarqawi and Al-Qaeda in Iraq claim responsibility for the attacks, which killed 60 people and injured 115 others. • In lieu of the bombs, the UN issues a ban on holding conferences, workshops and meetings in Jordan until a further notice.
Dec 2005	Iraqis vote for the first, full-term government and parliament since the US-led invasion.
Jan 2006	Shia-led United Iraqi Alliance emerges as the winner of December's parliamentary elections, but fails to gain an absolute majority.
Feb 2006	A bomb attack on Al-Askari Holy Shrine in Samarra unleashes a wave of sectarian violence in which hundreds of people are killed.
Mar 2006	
Apr 2006	<p>Newly re-elected President Talabani asks Shia compromise candidate Nouri Jawad al-Maliki to form a new government. The move ends four months of political deadlock.</p> <ul style="list-style-type: none"> ○ Prime Minister: Nouri al-Maliki ○ Foreign Minister: Hoshiyar Zebari

Date	Event
	<ul style="list-style-type: none"> ○ Minister of Planning: Ali Baban ○ Higher Education Minister: Abd Dhiyab al-Ajili ○ Minister of Municipalities and Public Works: Riad Ghareeb ○ Minister of Water Resources: Abdul-Latif Rashid ○ Minister of Labour and Social Affairs: Mahmoud al-Radi ○ Human Rights Minister: Wijdan Michael ○ Education Minister: Khodair al-Khozaei ○ Culture Minister: Asaad Kamal Hashemi ○ Minister of Science and Technology: Raed Fahmy Jahid ○ Minister of Youth and Sports: Jasem Mohammed Jaafar ○ Women: Faten Abdul Rahman Mahmoud ○ Tourism & Antiquities : Liwaa Semeism
May-Jun 2006	An average of more than 100 civilians per day are killed in violence in Iraq, the UN says.
Jun 2006	Al-Qaeda leader in Iraq, Abu Musab al-Zarqawi, is killed in an air strike.
Jul-Oct 2006	
Nov 2006	<ul style="list-style-type: none"> • Saddam Hussein is found guilty of crimes against humanity and sentenced to death. • Iraq and Syria restore diplomatic relations after nearly a quarter century. • More than 200 die in car bombings in the mostly Shia area of Sadr City in Baghdad. An indefinite curfew is imposed after what is considered the worst attack on the capital since the US-led invasion of 2003. • Mr. Abd Dhiyab al-Ajili, Minister of Higher Education, announced his "temporary resignation" from the government in protest at a mass abduction by people in police uniforms of people from a ministry building.
Dec 2006	<ul style="list-style-type: none"> • Iraq Study Group report making recommendations to President Bush on future policy in Iraq describes the situation as grave and deteriorating. It warns of the prospect of a slide towards chaos, triggering the collapse of the government and a humanitarian catastrophe. • Saddam Hussein is executed by hanging.
Jan 2007	<ul style="list-style-type: none"> • US President Bush announces a new Iraq strategy: thousands more US troops will be dispatched to shore up security in Baghdad. • Barzan Ibrahim - Saddam Hussein's half-brother - and Awad Hamed al-Bandar, former head of the Revolutionary Court, are executed by hanging. • UN says more than 34,000 civilians were killed in violence during 2006; the figure surpasses official Iraqi estimates threefold.
Feb 2007	A bomb in Baghdad's Sadriya market kills more than 130 people.
Mar 2007	<ul style="list-style-type: none"> • Insurgents detonate three trucks with toxic chlorine gas in Falluja and Ramadi, injuring hundreds. • Former Vice-President Taha Yassin Ramadan is executed on the fourth anniversary of the US-led invasion. • The Fifth Meeting of the International Reconstruction Fund Facility for Iraq (IRFFI), hosted by the government of Turkey, opens in Istanbul in the presence of Dr. Ali Baban, the Iraqi minister of planning and development co-operation, and chaired by U.S. Ambassador Michael Bell.
Apr 2007	<ul style="list-style-type: none"> • A bomb blast targets parliament, killing an MP. • Bombings in Baghdad kill nearly 200 people in the worst day of violence since a US-led security drive began in the capital in February.
May 2007	The leader of al-Qaeda in Iraq, Abu Ayyub al-Masri, is reported killed.
Jun 2007	<ul style="list-style-type: none"> • In June 2007 a warrant is issued for Hashemi's arrest, accusing him of ordering the

Date	Event
	<p>attempted assassination of the Sunni Arab Iraqi politician, Mithal al-Alusi, in February 2005. In response the Front suspends its participation in the government. Al-Alusi then accuses the US Embassy of giving shelter to Hashimi.</p> <ul style="list-style-type: none"> • Second attack on Al-Askari Shrine in Samarra resulting in the destruction of the shrine's two minarets. Second attack fails to unleash sectarian violence like the first one.
Jul 2007	
Aug 2007	<ul style="list-style-type: none"> • The main Sunni Arab political bloc in Iraq, the Iraqi Accordance Front, withdraws from the cabinet, driving the government into crisis. • Truck and car bombs hit two villages of Yazidi Kurds, killing at least 250 people - the deadliest attack since 2003. Many believe that Al-Qaeda is behind the attack.
Sep 2007	<ul style="list-style-type: none"> • UN Secretary-General appointed Staffan de Mistura of Sweden and Italy as his Special Representative for Iraq. • Blackwater security guards are accused of firing at civilians, killing 17.
Sep-Oct 2007	<p>There are signs of general improvement in security situation especially in Baghdad. The number of violent civilian and military deaths continues to drop, as does the frequency of rocket attacks.</p>
Oct 2007	<ul style="list-style-type: none"> • Turkish parliament gives the green light for military operations in Iraq in pursuit of Kurdish rebels. • Donor Committee Meeting held in Bari, Italy. Donors agree to further extend IRFFI to 2010 and to align it with the goals and benchmarks of the ICI and the NDS.
Nov 2007	
Dec 2007	<ul style="list-style-type: none"> • Turkey launches an air raid on fighters from the Kurdish PKK movement inside Iraq. • Britain hands over security of Basra province to Iraqi forces, effectively marking the end of nearly five years of British control of southern Iraq.
Jan 2008	<p>Parliament passes legislation allowing former officials from Saddam Hussein's Baath party to return to public life.</p>
Feb 2008	<ul style="list-style-type: none"> • Suicide bombings at pet markets in Baghdad kill more than 50 people in the deadliest attacks in the capital in months. • Turkish forces mount a ground offensive against Kurdish rebels in northern Iraq.
Mar 2008	<ul style="list-style-type: none"> • Unprecedented two-day visit by Iranian president, Mahmoud Ahmadinejad, to Iraq. • Dark smoke rises from the U.S.-protected Green Zone early Sunday after it was targeted by a series of rockets or mortars, but there were no immediate reports of casualties. • The US military death toll in Iraq since 2003 reaches 4,000, the US military and independent counts say.

Table A.2 Persons Contacted by the Evaluation Team

UIO Management and Administration
Mohamed Djelid, Director
Michael Croft, Executive Officer
Salah Z. Khaled, Liaison and Administrative Officer
Louay Mousa, National Procurement Officer
Lubna Mousa, Procurement Assistant
UIO Sectors/Project Teams
Mohamed Abbas, Senior Program Specialist – Education
Mirna Abu Ata, Program Assistant – Education
Dina Al Dabbagh, Program Assistant - Cultural Heritage and Water Security
Nayab Al Dabbagh, National Program Officer- Cultural Heritage
Qasem Al Newashi, Program Manager – Education
Nour Dajani, Program Specialist – Education
Ryuichi Fukuhara, Program Specialist – Natural Sciences
Ghada Georgie, National Education Officer
Carmen Issa, Project Assistant – Education
Riyad Minawi , Project Manager – Education
Ula Mohammed, Project Assistant – Education
Zein Rasheed, Project Assistant – Education
Tamara Teneishvilli, Program Specialist - Cultural Heritage
Other UIO/UNESCO-Related Staff
Sami Al-Khoja, SOC/UIO Monitor in Erbil, Iraq
Dr. Wigdan Al Qassey, former DG for Agricultural Planning in Iraq’s MoP, and former UIO participant Water Security Project
Geoffrey Geurts, UN Evaluation Specialist, Evaluation Section IOS (Internal Oversight Section)
Pamela Husain, Representative, UNDG ITF Steering Committee Support Office
Basil A. Sadik Senior Partner, Stars Orbit Consultants

APPENDIX B: Detailed Evaluation Methodology

I. EVALUATION LIMITATIONS¹⁸

First and foremost, the evaluation approach and the actual evaluation focused on the project's inputs, activities, outputs and outcomes. Given the limited amount of available data and more importantly, the short time that has elapsed since the projects were completed, this evaluation was not able to assess impacts.^{19 20}

Secondly, in terms of equipment and supplies, the project documents provided to the Evaluation Team only contained specifics in terms of planned and not actual costs and amounts. For this reason, no assessment regarding the two, including identifying gaps, is given. However, while in Amman the Evaluation Team did view the system-wide procurement database that tracks equipment by project number and description as mentioned above. Given the sophistication of this system, we assume that unless otherwise noted in the progress reports or final report, all outputs were purchased and delivered as planned.

Third, the ET also did not receive any detailed documentation of specific procurement contracts issued. For this reason, very little is discussed in terms of procurement.²¹

Fourth, the SI Evaluation Team was not able to travel to Iraq for security reasons. Instead, SI contracted Stars Orbit Consultants (SOC), a local firm with on-the-ground data gatherers. Through SOC SI was able to contact a limited number of project beneficiaries: trainees and their managers. No attempt was made to contact other beneficiaries given the limited resources, the difficulty in finding these individuals, UIO input, and the security situation.

Lastly, while this evaluation was supposed to be a relatively short exercise, it ended up taking much longer than expected: the organization of data collection in the field was very complicated to coordinate and complete; there were delays in providing the ET with key information and data; and in some cases no information was provided.²²

¹⁸ These limitations pertain to the overall evaluation, i.e. to all eight projects.

¹⁹ Inputs are the financial, human, and material resources used; activities are the actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are mobilized to produce specific outputs; outputs are the products, capital goods and services resulting from an intervention; outcomes are the likely or achieved short-term and medium-term effects of an intervention's outputs; and impacts are positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. Source: Keith McKay, How to Build M&E Systems to Support Better Government, World Bank Independent Evaluation Group, 2007.

²⁰ To understand these different aspects of a project, take this example of a health project: inputs are funding and training of instructors; activities are giving trainings to parents and kids on the importance of hand-washing; outputs are informed parents and kids; outcomes are that parents and kids now wash hands; and impacts are decreases in diarrheal rates and other diseases.

²¹ Regardless, determining whether this process was as efficient as possible would require a lengthy audit, one that is usually done internally, and thus was outside of our scope of work.

²² For instance, UNESCO Monitors were to conduct surveys in Erbil but this data was never provided to the Evaluation Team.

Part of this was clearly a result of the Iraq situation: UIO has a very demanding schedule and the local firm had difficulty contacting and bringing together participants due to the country's security situation.

II. EVALUATION METHODOLOGY

Final selection of methodology options and specification of their content depended upon close coordination with UIO, particularly for clarification of the many types and numbers of project stakeholders and beneficiaries who could potentially be identified and located inside Iraq and thus be accessed by different evaluation methods and modes. Ultimately four groups of methods were chosen: a) Desk study; b) Direct Examination of Relevant UIO Management Tools and Published Project Outputs; c) Collection and/or Compilation, Re-Array, and Analysis of In-house Data; and d) Instruments for Collection of New, Primary Data.

However, as is the case with any evaluation, and especially one in such an unstable region like Iraq, the proposed evaluation methodology is not always implemented exactly as planned. In the case of this evaluation a number of significant changes were made to the original methodology as the data collection process progressed. These changes as well as the originally proposed methodology are discussed in detail below.

A. Desk Study

To gain background/context information on the eight projects under review, as well as quantitative and qualitative secondary data on them, the Evaluation Team reviewed all available project reports and summaries provided to them by UIO at the onset as well as those requested later as the evaluation progressed.²³ They also mined a vast corpus of UNESCO's Internal Oversight Service (IOS), International Reconstruction Fund Facility for Iraq (IRFFI), ITF, UIO and United Nations Assistance Mission for Iraq (UNAMI) documents and websites. In total, probably some 200 such items were examined.

B. Direct Examination of Relevant UIO Management Tools and Published Project Outputs

The evaluators spent nine work days in Amman, Jordan. There they sat with relevant management and administrative staff so as personally to examine in-house systems such as UIO's procurement database and the individual projects' tracking systems.

SI's Education Evaluator visually scrutinized the primary- and secondary-school textbooks funded and delivered by UIO, as well as the lab manuals. Although these were mostly available only in Arabic, she was able to appreciate elements such as sturdiness/material quality, clean layout, visual interest, and so forth. Meanwhile, the Team Leader briefly examined the multitude of workshop manuals produced by the Water Security project. All were written in English with the vast majority available only in hard-copy.

²³ These included Project Documents, Six-month Progress Reports, Completion Reports, Requests for Budget Extensions, Budgets, Training Plans, Action Plans and other related documents.

An expert on Iraqi Cultural Heritage also reviewed five documents: 1) *Running a Museum: A Trainer's Manual*; 2) *Running a Museum: A Practical Handbook*; 3) *Handbook: Security at Museums*; 4) *Handbook: Care and Handling of Manuscript*; and 5) *Handbook: Documentation of Artefacts' Collections*.

C. Compilation and Analysis of In-house Data

In Amman, four tools were identified and designed in order for project teams to compile extant, or gather new, qualitative data for the evaluation. They included operational chronologies (milestones), success and learning stories, training tables, and project collaboration diagrams.

Table B.1 The Four Tools

Tool Name	Planned Number	Purpose
1. Operational Chronology (Milestone Charts)	1 for key security events in Iraq since 2003 1 for key UIO management and administrative events 1 for each project	To indicate both the external and UN/UIO internal enabling environments in which the projects operated, to outline key events in the LOP of each project and more generally and to provide the context in which to evaluate project results.
2a. Success & Learning Stories – by UIO staff	1-2 for UIO management and administration 2-3 for each project	To provide descriptions of “when, what, where, how, and why” a project has succeeded in its objectives and in cases of unanticipated project difficulties or negative impacts, how these were identified and overcome, and what was learned from the experience that may be helpful to other or future projects.
2b. Success & Learning Stories – by others	Perhaps 1-2 for each project	Same as above but with the added credibility of being collected from non-UIO sources through the use of other evaluation methods.
3. Training Tables	1 for each project	To permit definitive computation of trainees by gender and other key variables – especially distribution by governorate, for design of sampling for other data-collection instruments.
4. Project Collaboration Diagrams (unique)	1-2 each for Water Security and Cultural Heritage	In a sort of visual “analysis,” to highlight these two projects’ real and extensive linkages to and astute use of other organizations’ human, material, and knowledge resources or their influence and voice.

Given the Evaluation Team’s limited time in Jordan, they were not able to implement these tools during their trip. However, they did provide instruction and UIO agreed to send SI HQ the tools once completed with the necessary data. Unfortunately, the actual products received by SI HQ were many times delayed or did not conform to the agreed upon format or content, as discussed in greater detail below.

1. Operational Chronology/Milestone Charts

In total, SI was to receive 10 milestone charts from UIO. The first milestone chart for key security events was completed during the evaluation team's time in Jordan.

Due to UIO's staff busy schedules, it was later agreed that UIO would not produce any more and that SI would instead take over this task.

2. Success and Learning Stories

As can be seen in Table B.1, originally it was envisioned and agreed to that there would be three to four success and learning stories per project, with some of these collected by project teams themselves, while others by non-UIO sources. Moreover, during the evaluation team's time in Jordan, they worked with project teams to identify some of these stories. They also gave the project staff a handbook with a format, questions and examples to help guide them in their efforts.

While UIO recognized the importance and added-value these of these success stories, there were problems with their delivery and content. After much delays, again caused by UIO's demanding schedule, SI HQ received only two stories—both for Water Security—that conformed to the requested information and met our expectations. For six of the other projects, only one success story per project was given, containing short paragraphs of information pulled from reports instead of the desired insightful information sharing how a project succeeded in its objectives or overcame unanticipated project difficulties. No success and learning stories were sent for In-Service.

3. Training Tables

UIO did a fantastic job of sending SI HQ all of the training tables in a timely manner. Moreover, as the Evaluation Team needed more specific information or clarity on related issues, UIO was able to respond quickly and effectively.

4. Project Collaboration Diagrams

As requested, project collaboration diagrams meeting our specifications were completed and sent to SI HQ for Water Security and Cultural Heritage

D. Instruments for Collection of New, Primary Data

To obtain data from those that had first-hand knowledge of the projects, the Evaluation Team had face-to-face interviews with project staff and key informant groups while in Amman.

To obtain data from project beneficiaries, the SI Evaluation Team designed questionnaires for trainees and their managers and a focus group guide for trainees. They also designed site spot-checks to verify the existence of equipment and its current state.

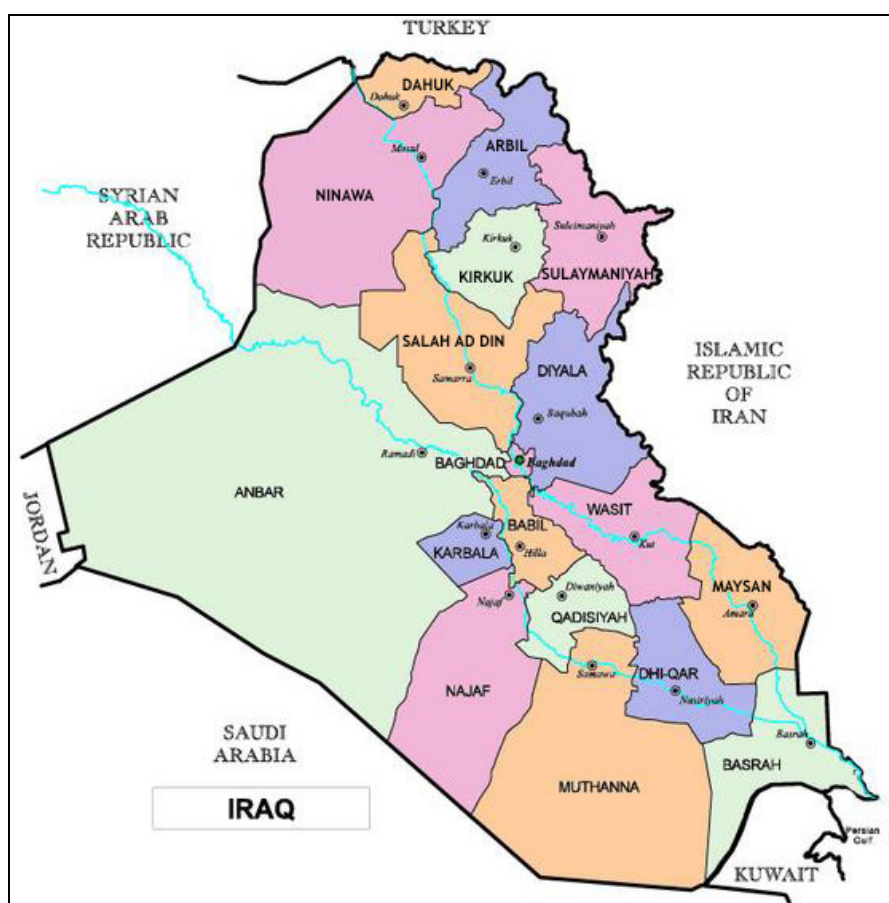
The questionnaires, focus groups and spot-checks were to be carried out by Stars Orbit Consulting (SOC), a survey firm with field staff in Iraq and the UNESCO Monitors located in Baghdad and Erbil. In total, they were to be implemented in seven of Iraq’s 18 governorates: Baghdad, Dyala, Erbil, Kirkuk, Missan, Muthana and Najaf.²⁴ (See Table B.2 and Figure B.1)

Table B.2 Regions and Governorates of Project Beneficiaries

CENTER	NORTH	SOUTH
Anbar	Dohuk	Basra
Babylon	<i>Erbil</i>	<i>Missan</i>
<i>Baghdad</i>	<i>Kirkuk</i>	<i>Muthana</i>
<i>Dyala</i>	Ninewa	<i>Najaf</i>
Kerbala	Sulaymaniyah	Thi-Qir
Qadassiya		
SalahDin		
Wassit		

Source: Information and classification of Governorates based on “*Distribution of Direct Beneficiaries per Governorate*” supplied to SI by UNESCO

Figure B.1 Map of Iraq



²⁴ There are multiple spellings of Iraqi’s governorates. We will use these spellings throughout this document.

These governorates were chosen because they contain the largest pools of beneficiaries and reflect the cultural and geographic diversity of the country.

- The Southern Region is a Shia area largely neglected during Saddam's regime. But its sparse population nevertheless benefited from various UNESCO projects;
- The Central Region containing Baghdad, the center of government, is the site of the central ministries with whom UNESCO worked. It is the largest population area of the country and also home to the largest number of training beneficiaries;
- The Northern Region covers a large area and has been the scene of continued upheaval. It contains Erbil, the largest city in the Kurdish area of Iraq, which is distinct culturally from the Arabic populations in the rest of the country.

The actual sampling frame consisted of a pragmatic mix of the following variables:

- Where (institutionally and geographically) each project concentrated its efforts in terms of funding for infrastructural activities like rehabilitation or refurbishment (of supplies, furnishings, equipment, vehicles).
- Where (institutionally and demographically) each project concentrated its efforts in terms of trainees, e.g. by governorate or region.
- Which sectors (water security, education, cultural heritage) received the most funding.
- Where it is/will be safe for on-the-ground personnel in Iraq to go, depending on the methods in question.

1. Data Collection

The questionnaires, focus groups and spot-checks all suffered from problems in their implementation extreme delays and questions of data quality. There were four main issues with the data collection process:

1. UNESCO Monitors were originally supposed to conduct questionnaires, focus groups and spot checks in Baghdad and Erbil. Due to scheduling conflicts, SOC was asked and agreed to take over their tasks in Baghdad. However, the UN Monitors were still to be responsible for collecting data in Erbil. While the work in Erbil was allegedly carried out, it was never sent to SI HQ.²⁵ Thus, we have no data from Erbil.
2. There were delays of over two months in getting the questionnaire data collected by SOC. While the initial delay was a result of their need to take over the UNESCO Monitors work, subsequent delays were without valid explanation. UIO was helpful in helping SI HQ to eventually get the first round of the promised data.
3. Questionnaire data collected by SOC and sent to SI HQ suffered from quality issues. Many of the answers were similar if not the exact same across projects. Also the questionnaires were not self-administered as envisioned, but given by a surveyor. Lastly,

²⁵ UIO did inform SI HQ that there had been problems with UN Monitors finding all of the targeted beneficiaries, which caused a delay and resulted in them missing their promised deadline of the end of July. However, a firm deadline of September 3, 2008 was later agreed to given the need for the evaluation team to continue their work. On that date, no data was delivered.

the data was not as complete as was envisioned, as SOC only shared a few of the comments given. Requests to clarify these issues were generally not successful, although SOC did revise some of the data and said that the information was accurate.

SI, though, is still very cautious about this data and the extent to which it can be believed and relied upon.

4. There was a low rate of success in meeting the target numbers of those to be given the questionnaire, those to be in the focus groups and spot check sites to visit. While such low response rate is expected in general and even more so given the security situation, the fact that no spot checks were carried out for Water Security or Cultural Heritage was very disappointing.²⁶ Moreover, SOC did not adhere to the sampling frames provided.²⁷

The below tables show the differences in the proposed methodology and what was actually obtained for Questionnaires, Focus Groups and Spots Check.

Table B.3 Target and Actual Data for Trainee and Manager/Supervisor Questionnaires

Project	Trainee Questionnaire		Manager or Supervisor Questionnaire		Location	
	Target	Actual	Target	Actual	Target	Actual
Textbooks	9	9	N/A	N/A	Baghdad	Baghdad
EMIS	59	41	5	none	Baghdad Dyala Erbil Kirkuk Missan Muthana Najaf	Baghdad Dyala Kirkuk Missan Muthana Najaf
In-Service	68	29	N/A	N/A	Baghdad Dyala Erbil, Kirkuk Missan Muthana Najaf	Baghdad Dyala Kirkuk Missan Muthana Najaf
SSE	68	16	N/A	N/A	Baghdad Erbil Kirkuk Missan Muthana Najaf	Baghdad Kirkuk Missan
TVET	16	5	11	5	Baghdad	Baghdad
LLD	n/a	n/a	29	19	Baghdad Dyala	Baghdad

²⁶ SOC explained that their “field team couldn’t conduct the spot check for these sites due to coordination and security issues with the Water Department and Ministry of Culture.”

²⁷ It also appears that at times SOC was operating off of an older version of the sampling frame, while other times they had target numbers that did not match up with any sampling frames.

Project	Trainee Questionnaire		Manager or Supervisor Questionnaire		Location	
	Target	Actual	Target	Actual	Target	Actual
					Muthana	
Cultural Heritage ²⁸	10	4	11	4	Baghdad	Baghdad
Water Security ²⁹	59	23	60	21	Baghdad	Baghdad
TOTALS	289	127	116	50		

Table B.4 Target and Actual Focus Groups

Project	Selected Training Topic(s) and Events	Focus Groups	
		Target	Actual
Textbooks	<i>Training in Graphic design</i>	1 FG of 9	None
	<i>Training in textbook authorship</i>	None ³⁰	1 FG of 10
EMIS	<i>Training on EMIS software & Data Entry</i>	None ³¹	1 FG of 3
In-Service	<ul style="list-style-type: none"> • Development of instructional materials • Follow-up workshop in UK 	1 FG of 12 core teachers, ideally those completing both workshops	2 FGs: 1) 9 from Development of materials; and 2) 7 from follow-up workshop
	<i>Training of mentors by core teachers</i>	1 FG of 8 to 10 mentors, trained by core teachers (if possible)	None
SSE	<i>Training in science education curriculum</i>	None ³²	1 FG of 6
	<i>Trainings in Germany</i> <ul style="list-style-type: none"> • School principals • Lab technicians 	1 FG of up to 12, combining participants from both trainings	None
LLD	<i>Study visit, India, Thailand, Jordan</i>	1 FG of 6 to 8	1 FG of 5 (containing individuals who went on study visit <i>and</i> had training in development of materials)
	<i>Development of advocacy materials</i>	1 FG of 8-10	See above
	<i>Planning, management of non formal education</i>	None	1 FG of 5
Cultural	<i>Training in site assessment</i>	1 FG of up to 12 that	2 FGs: 1) 8 from

²⁸ The target was the universe of remaining trainees or managers/supervisors after the FG discussions were held. Thus, we do not have specific numbers for the two categories. Instead, we know that the universe for both equaled

²⁹ The target was the universe of remaining trainees or managers/supervisors after the FG discussions were held. Thus, we do not have specific numbers for the two categories. Instead, we know that the universe for both equaled 119. Thus, we simply divide this into two for illustrative purposes.

³⁰ This was requested in an earlier version of the sampling frame.

³¹ This was requested in an earlier version of the sampling frame.

³² This was requested in an earlier version of the sampling frame.

	Selected Training Topic(s) and Events	Focus Groups	
Project		Target	Actual
Heritage	<i>using GIS</i> • Workshop on GIS • Training in GIS D-basing	ideally includes only those completing both trainings	workshop on GIS; and 2) 6 from training on GIS D-basing
	Workshop on ID Object Standards	1 FG of up to 12	None
Water Security	<i>Formulation of Water Projects:</i> • Intro workshop • Advanced workshop	1 FG of up to 12, ideally of trainees completing both workshops	None
	<i>Training in Computerized Modeling:</i> • Intro workshop for groundwater • Advanced workshop for groundwater • 1st workshop on watersheds • 2nd workshop on watersheds	1FG of up to 12, ideally of trainees completing a maximum of these trainings	4 FGs: 1) 8 from intro to groundwater; 2) 6 from advanced groundwater workshop; 3) 6 from 1 st workshop on watersheds; and 4) 6 from 2 nd workshop on watersheds
	<i>Training in Weed and Canal Control and Maintenance</i>	1 FG of up to 12	None
	<i>Water Laboratory Training:</i> • Intro training • Water and wastewater analysis	1 FG of up to 12, ideally of trainees completing both workshops	None
TOTALS	20 training/learning events	12 FGs ideally ranging from 6 to 12 pax	13 FGs with a total of 84 pax

The site spot-check targets were not as specific as those given for the questionnaires. This is because the Evaluation Team did not know the exact locations given equipment nor what this equipment consisted of. Thus, the Evaluation Team provided SOC and UIO with a broad list of certain type of places to be visited. They then worked together to determine the final locations without SI input. Unfortunately, the places actually visited differed greatly from what was proposed and expected. It should also be noted that there is no way to guarantee that the equipment that was identified at each site was bought entirely with project funds. This is particularly true for those sites that were used for more than one project.

Table B.5 Target and Actual Spot-Checks

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
Textbooks	MoE's pre-press unit	Baghdad	Administration Building	Baghdad
EMIS	MoE's main data collection office(s)	Baghdad	Administration Building	Baghdad

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
			Administration Building	Baghdad
			Training Center	Baghdad
			Training Center	Baghdad
			Training Center	Kirkuk
			Training Center	Kirkuk
			Admin Building	Missan
			Training Center	Missan
			Administration Building	Muthana
In-service	MoE's central TLC	Baghdad	Administration Building	Baghdad
	Directorate of Education's TLC	Dyala	Administration Building	Baghdad
	Directorate of Education's TLC	Najaf	Administration Building	Dyala
	Directorate of Education's TLC	Kirkuk	Administration Building	Kirkuk
			Administration Building	Muthana
			Secondary School	Muthana
			Secondary School	Muthana
			Training Center	Muthana
			Administration Building	Najaf**
SSE	A boys' school	Baghdad	Secondary School	Baghdad
	A girls' school	Baghdad	Secondary School	Baghdad
	A boys' school	Southern Region	Secondary School	Baghdad
	A girls' school	Southern Region	Administration Building	Dyala
	A boys' school	Erbil	Secondary school	Kirkuk
	A girls' school	Erbil	Training Center	Kirkuk
			Secondary School	Missan
			Administration Building	Missan
			Administration Building	Missan
TVET	A TVET Institute in a given field, e.g. carpentry, commerce, electronics, etc	Baghdad	None	None

Project	Target		Actual	
	Site	Governorate	Site*	Governorate
	A TVET Institute with a different field from the above	Muthana	None	None
	A TVET Institute with a different field from the above	Erbil	None	None
	A TVET Institute with a different field from the above	Kirkuk	None	None
LLD	A CLC	Baghdad	Administration Building	Baghdad
	A CLC	Muthana	None	None
	A CLC	Dyala	None	None
Cultural Heritage	State Board of Antiquities and Heritage	Baghdad	None	None
	Melodic Institute	Baghdad	None	None
	National Museum	Baghdad	None	None
	Plastic Arts Museum	Baghdad	None	None
Water Security	The lab of a certain water-research center	Baghdad	None	None
	MoWR's Information Technology (IT) unit	Baghdad	None	None
	MoWR's central library	Baghdad	None	None

* Note that some locations are used for more than one training

** No location was given for this spot-check. However, since the only spot check SI requested in Najaf was for In-Service, we assume this administration building is for that project.

Even though the data from these tools was not of the expected quality or content, the Evaluation Team still was able to use them in the analysis.

APPENDIX C: Data Collection Tools

1. Self- Administered Focus-Group Guide for Project Trainees

Instructions to Monitors/Stars Orbit Consultants (SOC) Personnel

This guide is designed for use by trainee focus groups (FGs), as organized and assisted by UNESCO monitors or SOC personnel, one of whom will also serve as a silent note-taker throughout the discussion (ideally by computer), a timekeeper and break facilitator. An actual FG member (where possible, to be identified beforehand by the project team in consultant with the evaluation TL) will administer the guide, adding his/her own opinions into the discussion.

Note that FGs cannot exceed 12 persons; and 8 to 10 is ideal. However, when circumstances make it difficult for people to assemble – in some parts of Iraq -- the minimum number for an FG is 6 persons.

Note-takers please be advised of the following. You will take many many pages of notes, as fast as you can type. Also, your typed notes should be organized by each major FG question and, within it, by who made what comments in response to which questions. The “who” should ultimately consist of the speaker’s title and/or position. For rapidity of note-taking, however, you can assign a simple identifier of your choice (e.g., Blue Suit, Spectacles, Young Woman, Beard, whatever). Later, you can substitute their title/position – but never their actual names. Also please note where consensus is obtained. Box I-1 provides a schematic example of FG notes.

Schematic of FG Notes

Question No. 1: What, why, how...

FG Responses:

Blue Suit answered that, in his case and in his unit, x, y, z resulted, due to UNESCO interventions a, b, c.

Spectacles said his experience was somewhat different. In his department, only x and y resulted, but there was another result, w. On the other hand, his group did not receive c but only a and b interventions, plus another, d.

Young Woman responded with yet a different constellation of interventions and results, as follow: Speaking for himself and others of his group present in the FG, Beard noted that their experience was very similar to Young Woman’s.

However, all agreed that a common UNESCO result was, thanks especially to judicious UNESCO inputs a and b.

Question No. 2: What, why, how...

As above

Recommendations for Future Projects

These can simply be enumerated, with a note as to who made the recommendation and whether others seconded it.

1. Blue Suit recommended A majority of the group agreed with this suggestion.
2. Beard suggested But others felt this would not work for their units so well.
3. Rather, they recommended.....
4. Etc.
- 5.

FG's invariably run nearly 3 hours, approximately as follows.

- ¼ hour for people to arrive -- with beverages (water, coffee, tea, sodas) appropriate to the culture and time of day available upon arrival -- plus time for FG members to greet acquaintances and settle into their seats;
- ¼ hour for members to listen to a brief introduction about FG aims (see Introduction above) and procedures (see below), ask questions, and introduce themselves to each other;
- 1 hour for discussion;
- ¼ to ½ hour for a break, again with beverages plus tasty snacks appropriate to the culture and time of day;
- 1 more hour for discussion;

Thus, at a maximum, no more than 2 FGs can be scheduled per monitor per day: one in the morning and one in the afternoon. Depending on the location of participants and the security situation, it may only be possible to have one FG per day. Note that the provision of beverages and snacks is critical to the FG experience because it fosters a less formal meeting atmosphere. It is also good to pass around inexpensive hard candies during the discussion hours, to relieve dry throats and potential boredom. Relatedly, FG members should be seated in a circle, ideally around a comfortably large table. The note-taker should sit silently off to a side at a separate small table, where his/her presence and the sound of his/her typing are unobtrusive.

Standard FG procedures are usually written on a large piece of paper taped to a wall where all can see. Typically, they include the following, plus any others that make sense and that the group agrees upon.

- Please speak freely and candidly because no names and only very general titles/positions will appear in any report, including the notes being taken today.
- Make sure everyone has a chance to speak; and help draw out members who may be shy.
- On the one hand, be respectful of others' opinions and ideas.
- On the other hand, provide specific examples to support or refute your own or others' opinions and ideas.
- Turn off cell phones until the break.

- No smoking until the break – unless the FG and the institution providing their meeting site agree that smoking is ok.
- Also, note where the restrooms are.
- Add any other procedures, as agreed by all.

To organize the FGs for which they are responsible, monitors should have received from UIO a list like the one below for each FG -- albeit with actual names and contact information attached and likely with many extra names to allow for attrition or unavailability of possible FG members in order to achieve the number of persons needed. By the time the FG begins, however, monitors should make sure that Table I-1's roster reflects the individuals who actually attended.

Roster of FG Members in Attendance

Title / Position	Institutional Affiliation	Governorate	Training(s) in which Member Participated (Mode and Topic)	Sex (M, F)
1.			a. b.	
2.			a.	
3.			a. b.	
4.			a.	
5.			a.	
6.			a. b.	
7.			a.	
8.			a.	
9.			a.	
10.			a.	
11.			a.	
12.			a.	

Finally, all FG members should have a copy of the question list below, to follow along in discussion and help them formulate their thinking.

FG Guide

Project Name: UIO/Stars Orbit pick one and delete all the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage

General Location of FG: Institution or other

Date of FG:

Name of Monitor/Other Personnel:

Affiliation: UIO or Stars Orbit

Introduction

You have been invited to join this focus group (FG) because UNESCO's Iraq Office (UIO) has commissioned a formal, external evaluation of 8 of its projects implemented between 2004 and 2006. Re-building institutional capacity in Iraq – human as well as material -- is the ultimate goal of all these projects. They targeted diverse groups and immediate materiel needs within various Iraqi ministries – notably, those for Water Resources (MOWR), Education (MOE), Culture (MOC) and/or the Ministry of Tourism and Antiquities (MOTA).

Now, one year after most of these projects closed out operationally, this focus group seeks to gauge the longer-term results of the professional training, physical rehabilitation and refurbishment, and equipment provided to you and your institutions.

The purpose of our discussion group is to ask you about the results of the training and other goods and services that you and your unit received, plus elements that helped or hindered your learning and its subsequent application on-the-job. The questions also explore for any significant, positive changes in attitudes, procedures, policies, outputs, etc. in your institutional unit as a whole that may have been introduced or even adopted due to your or other trainees' learning and the facilities, texts, equipment, machinery, etc. provided by the UNESCO project in which you participated.

Finally, we also want to hear about ways you recommend for future projects might do things better or differently, plus any training or other needs that you consider a priority for your units, given the possible re-design of follow-on UNESCO projects.

The evaluators thank you for whatever insights you can provide. Also, please note that your name will be kept confidential. It will not appear in any resulting reports – or anywhere else, including the notes taken during this FG.

FG Discussion Points

1. Please give up to 4 “best” examples of how you or your institution benefited from UNESCO assistance in terms of: building or site rehabilitation or refurbishment, or provision of supplies, equipment, machinery, vehicles, etc.

This is meant not to solicit just a listing of such items. Yes, please identify the particular intervention or item, but then go on to describe how these inputs improved your/your unit's work? What did they make it possible to learn or achieve that otherwise could not have been – both in the short-term and the longer-term?

2. Please give up to 4 “unsatisfactory” examples of rehabilitation, refurbishment, provision of supplies, equipment, etc. These might include: poor choice of priorities in these regards; non-delivery or poor quality/durability of construction, supplies, equipment, etc.; inadequate numbers of items supplied; inappropriate levels or language of library books, manuals, texts; and anything else you might think of. As above, be specific in describing these “unsatisfactory cases.”

3. Please give up to 4 “best” examples of improvements in your work or that of your institution as a result of UNESCO assistance in terms of training: study tours, training courses, workshops, seminars, conferences, high-level meetings, etc.

Be sure to explain what made these such good examples of a learning experience, e.g.: the immediate relevance to your work; the level of knowledge (e.g., introductory, advanced, state-of-the-art); the training materials – manuals, workbooks, texts, videos, etc.; the instructor; the language of training; the levels, types, and mix of trainees; and so forth.

4. Please give up to 4 “unsatisfactory” examples of UNESCO training. As above, be explicit about what made these such poor examples of a learning experience.

>>> Break Time <<<<

5. Overall, what do you consider the greatest accomplishments resulting from your, your unit's, and your institution's participation in this UNESCO project? What stands to have the highest or longest-term effects, and why?

These might include significant, positive changes in the workplace in terms of: physical environment and safety; staff and management attitudes; unit or institutional procedures, policies, and outputs; new and intellectually or financially rewarding contacts and networks internationally as well as nationally; increased staff retention, morale, tolerance, etc.; and anything else you consider to have been initiated, fostered, or put forward due directly or indirectly to your own and colleagues' UNESCO training. Please name and explain as many accomplishments as you wish (up to 10-15), making clear how these are linked to UNESCO assistance.

Accomplishment 1.
Accomplishment 2.
Accomplishment 3.
Accomplishment 4.
Accomplishment 5.
Etc.

6. Finally, looking ahead to the possible re-design of follow-on UNESCO projects and thinking about priority training needs in your unit and institution, what recommendations would you make to UNESCO with regard to improving any aspect of training discussed above. That is, what might UNESCO do better; different, more/less of, or not at all; how; for what subject matters; etc. Your ideas on these points are particularly solicited. Please give as many, concrete and specific recommendations as you can, up to 10 or 15.

Recommendation 1.

Recommendation 2.

Recommendation 3.

Recommendation 4.

Recommendation 5.

Etc.

2. Questionnaire for Project Trainees

Instructions to Monitors/Stars Orbit Personnel

The background information in each questionnaire should be pre-filled out by UIO or Stars Orbit personnel before e-mailing or handing the instrument to the particular respondent in question.

For electronic administration, it is recommended that the entire instrument be sent within an e-mail, i.e. not as an attachment. The reason for this is that a respondent's e-mail system might or might not have attachment capabilities.

The handwritten version of the instrument can be created from the version displayed below simply by adding extra space between questions for people to write in, and then printing, photocopying, and stapling the resulting pages. If desired, lines can be added in these spaces also, to help keep handwriting straighter and clearer.

Questionnaire for Project Trainees

Introduction

You are receiving this questionnaire – via e-mail or by hand – because UNESCO’s Iraq Office (UIO) has commissioned a formal, external evaluation of 8 of its projects implemented between 2004 and 2006. Re-building institutional capacity in Iraq – human as well as material -- is the ultimate goal of all these projects. They targeted diverse groups within various Iraqi ministries – notably, those for Water Resources (MOWR), Education (MOE), Culture (MOC) and/or the Ministry of Tourism and Antiquities (MOTA). Now, one year after most of these projects closed out operationally, this questionnaire seeks to gauge the longer-term results of the professional training provided to you and your institutions.

The purpose of the questionnaire is to ask you about the results of the training you received plus elements that helped or hindered your learning and its subsequent application on-the-job. The questionnaire also asks about any significant, positive changes in attitudes, procedures, policies, outputs, etc. in your institutional unit as a whole that may have been introduced or even adopted due to your or other trainees’ learning. Finally, we are also interested to hear about any training needs you consider a priority for your unit, given the possible re-design of follow-on UNESCO projects.

This questionnaire is designed in such a way that you can fill it out yourself -- whether electronically using MSWord, or by hand – according to whichever way you received it. Please return your electronic answers to the e-address from which you received this instrument. For hand-written questionnaires, please return these to the person who gave you the form.

The evaluators thank you for whatever insights you can provide. Also, please note that your name will be kept confidential. It will not appear in any resulting reports, or anywhere else. Indeed, even the questionnaire itself does not call for a name; only an e-mail address, if any.

Background Information

Project Name: UIO/Stars Orbit pick one and delete all the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage,

Respondent’s Title/Position and Institutional Affiliation:

Respondent’s Sex:

Respondent’s Location: Governorate, City/Town, Neighborhood

Respondent’s e-mail address (if any):

UNESCO Training Mode and Topics in which Respondent Participated: e.g., study tour, on-the-job training, training course, workshop, seminar, conference, high-level meeting, -- and in each case, on what topics?

- 1.
- 2.
- 3
- 4.

Relevance and Quality of Training

Was the subject matter directly relevant to your present or possibly future professional needs? Place an "X" in the slot that best applies.

- Not at all relevant
 Somewhat relevant
 Relevant
 Very relevant

Was the training(s) geared to the level of knowledge you needed? Place an "X" in the slot that best applies.

- Too simple
 Too difficult
 About right
 Exactly what I needed

Please comment on your response to the above question.

What was the quality of training materials such as manuals, articles, texts, library materials, videos, etc? Place an "X" in the slot that best applies.

- Poor
 Fair
 Good
 Excellent

In terms of state-of-the-art knowledge, clarity, language, visual illustrations, or any other factors you consider significant, please comment on the training materials that you found:

- Most useful, and why?
- Least useful, and why?

Did the instructor(s) appear to know his/her subject matter well? Place an "X" in the slot that best applies.

- Yes
 No

If "no," please comment.

Did the instructor(s) answer trainee questions adequately? Place an “X” in the slot that best applies.

_____ Yes

_____ No

If “no,” please comment.

If the UNESCO project also provided your institutional unit with supplies (e.g., textbooks, laboratory materials, etc.) or equipment (furnishings, computers, printers, scanners, software, photographic/photocopy, GIS/GPS, artifact tagging, etc.) please comment on:

- Which items were most useful to your unit’s work, and why?
- Which items were least useful to your unit’s work, and why?

Transfer of Training

To what extent are you using your learning in your workplace? Place an “X” in the slot that best applies.

_____ Not at all

_____ A little

_____ Fairly frequently

_____ Almost all the time

If you are no longer working in the same unit or position you were during training, do you still use your training knowledge? If not, why not?

Please comment on what specific techniques or knowledge you have been able to apply in the workplace:

- Use most, and why?
- Use least, and why?

Has the management of your institution been supportive of the use of your new learnings, and have you been encouraged to share them with colleagues and others? Place an “X” in the slot that best applies.

_____ Yes

_____ No

If “yes,” please give specific examples.

Training Results and Recommendations

How has the training benefited you personally or professionally?

In your opinion, what are the greatest accomplishments resulting from your, your unit’s, and your institution’s participation in this UNESCO project? These might include significant, positive changes in the workplace in terms of: physical environment and safety; staff and management attitudes; unit or institutional procedures, policies, and outputs; new and intellectually or financially rewarding contacts and networks internationally as well as nationally; increased staff retention, morale, tolerance, etc.; and anything else you consider to

have been initiated, fostered, or put forward due directly or indirectly to your own and colleagues' UNESCO training.

Accomplishment 1.

Accomplishment 2.

Accomplishment 3.

Accomplishment 4.

Accomplishment 5.

Etc.

Finally, looking ahead to the possible re-design of follow-on UNESCO projects and thinking about priority training needs in your unit and institution, what recommendations would you make in regard to improving any aspect of training discussed above. That is, what might UNESCO do better; different, more/less of, or not at all; how; for what subject matters; etc. Your ideas on these points are particularly solicited.

Recommendation 1.

Recommendation 2.

Recommendation 3.

Recommendation 4.

Recommendation 5.

Etc.

3. Questionnaire for Managers or Supervisors of Trainees

Instructions to Monitors/Stars Orbit Personnel

The background information in each questionnaire should be pre-filled out by UIO or Stars Orbit personnel before e-mailing or handing the questionnaire to the particular respondent in question.

For electronic administration, it is recommended that the entire instrument be sent within an e-mail, i.e. not as an attachment. The reason for this is that a respondent's e-mail system might or might not have attachment capabilities.

The handwritten version of the instrument can be created from the version displayed below simply by adding extra space between questions for people to write in, and then printing, photocopying, and stapling the resulting pages. If desired, lines can be added in these spaces also, to help keep handwriting straighter and clearer.

Important note: If the manager or supervisor receiving this questionnaire was also him/herself a UNESCO trainee, then be sure to send him that questionnaire as well.

Questionnaire for Managers or Supervisors of Trainees

Introduction

You are receiving this questionnaire – via e-mail or by hand – because UNESCO’s Iraq Office has commissioned a formal, external evaluation of 8 of its projects implemented between 2004 and 2006. Re-building institutional capacity in Iraq– human as well as material -- is the ultimate goal of all these projects. They targeted diverse groups within various Iraqi ministries – notably, those for Water Resources (MOWR), Education (MOE), Culture (MOC) and/or the Ministry of Tourism and Antiquities (MOTA). Now, one year after most of these projects closed out operationally, this questionnaire seeks to gauge the longer-term results of the professional training provided.

The purpose of this questionnaire is to ask whether you -- as the manager or supervisor of one or more UNESCO trainees³³ -- have observed any meaningful improvements in these individuals’ on-the-job performance. The questionnaire also asks about any significant, positive changes in attitudes, procedures, policies, outputs, etc. in your institutional unit as a whole that may have been introduced or even adopted due to trainees’ learning. Finally, we are also interested to hear about any training needs you consider a priority for your unit, given the possible re-design of follow-on UNESCO projects.

This questionnaire is designed in such a way that you can fill it out yourself -- whether electronically using MSWord, or by hand – according to whichever way you received it. Please return your electronic answers to the e-address from which you received this instrument. For hand-written questionnaires, please return these to the person who gave you the form.

The evaluators thank you for whatever insights you can provide. Also, please note that your name will be kept confidential. It will not appear in any resulting reports, or anywhere else. Indeed, even the questionnaire itself does not call for a name; only an e-mail address, if any.

Background Information

Project Name: UIO/Stars Orbit pick one and delete the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage,

Respondent’s Title/Position and Institutional Affiliation:

Respondent’s Sex:

Respondent’s Location: Governorate, City/Town, Neighborhood

Respondent’s e-mail address (if any):

³³ Note: If you were yourself also a UNESCO trainee, you should be receiving a second questionnaire about your personal learnings experience.

UNESCO Trainees under the respondent's management or supervision:

Title/Position of Trained Staffer	Mode* and Topic of Training Received	Trainee Sex (M, F)
1.	a. b.	
2.	a.	
3.	a. b.	

*Mode = e.g., study tours; on-the-job training; training course, workshop, seminar; conferences; high-level meetings.

Training Results

Did the UNESCO project provide training in skills and learning important to your institutional unit? Place an "X" in the slot that best applies.

- Yes
 No
 Don't know

Please describe the skills or learning that have proven:

- Most useful, and why?
- Least useful, and why?

Have you observed improvement in the performance of UNESCO trainees in your unit, thanks to the project training they received?

- Yes
 No
 Don't know

If "yes," please describe specific types of improvements, whether for individual trainees or for your unit as a whole, thanks to UNESCO training.

- Improvement 1.
 Improvement 2.
 Improvement 3.
 Improvement 4.
 Improvement 5.

Institutional Change

If the UNESCO project also provided your institutional unit with supplies (e.g., textbooks, laboratory materials, etc.) or equipment (furnishings, computers, printers, scanners, software, photographic/photocopy, GIS/GPS, artifact tagging, etc.) please comment on:

- Which items were most useful to your unit's work, and why?
- Which items were least useful to your unit's work, and why?

As a result of the UNESCO project, does your workplace now provide an environment that encourages the use of new learnings? E.g., physical surroundings or infrastructure conducive to better work? Sufficient number, quality, and sophistication of equipment in good working order? Supportive managers and supervisors, and collegial peer relations? Better transport to work sites? Anything else? Please describe and give some specific examples.

Example 1.

Example 2.

Example 3.

Example 4.

Example 5.

In your opinion, what are the greatest accomplishments resulting from your employees' and your unit's participation in this UNESCO project? These might include significant, positive changes in the workplace in terms of: physical environment and safety; equipment and machinery; staff and management attitudes; unit or institutional procedures, policies, and outputs; new and intellectually or financially rewarding contacts and networks internationally as well as nationally; increased staff retention, morale, tolerance, etc.; and anything else you consider to have been initiated, fostered, or put forward due directly or indirectly to UNESCO's provision of both goods and services, the latter mainly in the form of training.

Accomplishment 1.

Accomplishment 2.

Accomplishment 3.

Accomplishment 4.

Accomplishment 5.

Etc.

Recommendations

Finally, looking ahead to the possible re-design of follow-on UNESCO projects and thinking about priority training needs in your unit and institution, what recommendations would you make in regard to improving any aspect of training discussed above. That is, what might UNESCO do better; different, more/less of, or not at all; how; for what subject matters; etc. Your ideas on these points are particularly solicited.

Recommendation 1.

Recommendation 2.

Recommendation 3.

Recommendation 4.

Recommendation 5.

Etc.

4. Site Spot-Check Instrument

This form is for application to the sample of sites to be spot-checked shown as Table 6 in the body of this report. That table also shows the great span of facilities that are to be included, e.g., labs, IT units, museums, classrooms, TVET machinery shops, libraries, community or teacher training centers, and more.

Background Data

Project Name: UIO/Stars Orbit pick one and delete all the others here: Water Security, EMIS, Textbooks II, In-service, SSE, TVET, LLD, Cultural Heritage

Name of Site Visited: Institution and Unit

Date Visited:

Location: Governorate, City/Town, Neighborhood

Name of Monitor/Other Personnel:

Affiliation: UIO or Stars Orbit

Persons from whom information was gathered for these reporting forms – either during the site visit itself (especially, but not exclusively, from UNESCO trainees there) or in the course of organizing the visit.

Title / Position	UNESCO Training(s) Received (if any)	Sex (M, F)
1.	a. b.	
2.	None	
3.	a.	
N.	a. b. c.	

Rehabilitation

What was the major rehabilitation work done at this site using UNESCO funds? (Information to be supplied by UIO prior to visit)

Please observe the current condition of the site and comment on the facility's suitability for its planned uses. E.g. is the facility generally clean and in good repair? Does it have electricity and water?

Refurbishment of Furniture and Equipment

*Major refurbishment: Consumables delivered by the UNESCO project, e.g.:	Approx. no. items in each defined category	Approx % items still on supply, from any source	Monitor's remarks on why/why not 100% re-supplied.
Lab glassware, hoses, chemicals/cleaners, etc,			
Artifact tagging supplies			
Stationery or lab supplies			
Teachers' manuals			
Textbooks			
Other			
Other			
N others			
*Major refurbishment: Durables delivered in good order by the UNESCO project, e.g.:	Approx. no. of such items delivered	Approx % items still present & functional	Monitor's remarks on why/why not still 100% present and functioning.
Ordinary computers			
GIS-capable computers			
Softwares			
GIS-capable printers			
Scanners			
Furniture			
Major machinery (specify)			
Major equipment (specify)			
Other			
Other			
N others			

*Note that these lists are only illustrative here. Before a site visit is made, monitors or SOC personnel must be supplied by UIO with lists of consumables and durables delivered to the site in question.

Project-Trained Staff

Site Visitor: Please obtain the following information from project-trained and other staff at the site.

Please list any other trainings (besides those already noted in Form 1's contacts) provided by UNESCO to site staff for the enhanced use of this facility. (If institutional memory is dim, this information may have to be supplied by UIO.)

- 1.
- 2.
- 3.
- 4.

How busy and active does the facility appear to be?

Please check one: ___very ___somewhat ___not very

In the opinion of the individuals spoken with, are their work materials, computers, and other equipment or machinery sufficient in number, quality, and sophistication to do their jobs? Please comment, using direct quotes from respondents as much as possible.

Relatedly, are the materials, equipment, machinery, etc. accessible to and used by the persons or groups UNESCO intended? Please explain.

What major accomplishments have been made possible in professionals' work at the facility thanks to UNESCO's rehabilitation and/or refurbishment of the site?

What priority needs and activities can professionals at the site recommend for any future UNESCO projects at their own or similar sites or in their own and related disciplines?

APPENDIX D: Team Biographies

Social Impact

Established in 1996, Social Impact (SI) is a global social enterprise dedicated to helping international agencies, civil society and governments become more effective agents of positive social and economic change. SI's mission is to make international development more effective in improving peoples' lives. SI provides integrated services to strengthen the performance of development organizations, their programs and the capacity of their local partner organizations. More specifically, these services include Project and Program Evaluation & Design, Performance Management Systems, Capacity Building, Partnerships Management, Strategic and Sector Planning and Team Building. SI works across all sectors including: economic growth; health and education; agriculture and rural development; environment and natural resource management; and democracy and governance. Over the past 12 years, the principals of SI have improved the quality of nearly 1000 development and social change projects and programs in over 130 countries.

SI works through a core team of 15 staff and closely affiliated consultants and has an extensive data base of more than 1000 vetted consultants based worldwide. SI clients include a broad range of development assistance agencies including the United Kingdom's Department for International Development (DFID), the World Bank (Bank), the Asian and African Development Banks, the United States Agency for International Development (USAID), Centers for Disease Control and Prevention's Global AIDS Program (CDC/GAP), agencies of the United Nations, government ministries, and nongovernmental organizations (NGOs).

SI has a proven track record of working with UN agencies including the following: the International Fund for Agricultural Development (IFAD); Pan American Health Organization (PAHO); United Nations Children's Fund (UNCF); United Nations Capital Development Fund (UNCDF); United Nations Development Program (UNDP); United Nations Disarmament Committee (UNDC); and United Nations Food and Agriculture Organization (FAO).

Dr. Constance McCorkle: Team Leader (TL)

Dr. Constance McCorkle, a Senior SI Associate, is a highly capable and successful anthropologist/sociologist with worldwide credentials and ample international experience. Dr. McCorkle specializes in M&E of developmental relief programs and interventions and many of her experiences have involved conflict and post-conflict settings including Afghanistan, Iraq, Angola, and the former Yugoslavia. She has designed and/or conducted dozens of evaluations and studies in a variety of sectors, including: agriculture, natural resources management, soil-and-water conservation; irrigation, potable water supply, sanitation, and related health risks; literacy and numeracy training for adults; vocational education for special groups such as child laborers, ex-combatants, widows and orphans, poor farmers, people living with HIV/AIDS, and youth-at-risk generally; and community- based capacity building of many types.

Dr. McCorkle is well-versed in evaluations for programmatic impact, sustainability and efficiency and has authored more than 35 major technical reports or M&E tools, including the landmark report entitled “Looking Back and Looking Forward: Final Evaluation of the Iraq Community Action Program” (Nov 2006).

Ann Skelton: Education Evaluator

Ann Skelton, a Senior SI Associate, is an international development specialist with an emphasis on education. She has over 30 years experience that includes the management and evaluation of international education and training projects, secondary and university level teaching, adult education course design, workshop design and delivery, training needs assessment and training project design and evaluation. Formerly, as Vice President of Training Services with a consulting firm serving the US government, she was responsible for managing USAID international training and education projects, designing and implementing those projects, monitoring progress toward goals and evaluating results and impact. She has led project assessment design tasks in Latin America, Egypt, and Africa. As team leader on a recent multi-country Africa based education project assessment and design, Ms Skelton led a team of US and local specialists in assessing sector education needs through interviews, site visits and comparisons of various pilot program designs. Since retirement from full-time employment, Ms. Skelton has continued to consult with international development and education organizations. Currently she teaches in the English department of Montgomery Community College.

Dr. Elizabeth Stone: Cultural Heritage Expert

Elizabeth C. Stone was educated at the University of Pennsylvania, Harvard University and the University of Chicago, where she received her PhD. She is a specialist in the archaeology of complex societies in the Near East. Her research began with a focus on the organization of houses and households in ancient Mesopotamian cities but rapidly expanded to a consideration of the role of neighborhoods in urban organization. Today she is primarily concerned with the relationship between urban planning and underlying social and political organization in early complex societies. Since the invasion of Iraq in 2003, Dr. Stone has been actively involved in attempting to help Iraqi archaeology recover from more than a decade of war and sanctions. She enabled the first significant shipment of equipment and furniture to the Iraq Museum after it was looted, and since October 2003 has been the PI of a USAID grant to help rebuild higher education in Iraq. Working especially with the faculty at Baghdad and Mosul Universities, she was able to rehabilitate the departments, provide computers, equipment and books, provide training programs—including an MA program for Iraqi students at Stony Brook—and expand the availability of Near Eastern Archaeology resources available on the web.

She has published a number of books, including *Nippur Neighborhoods*, *Adoption in Old Babylonian Nippur*, and *The Iron Age Settlement at ‘Ain Dara, Syria*, *The Anatomy of a Mesopotamian City: Survey and Soundings at Mashkan-shapir* as well as numerous articles.

APPENDIX E: Terms of Reference

Terms of Reference (TOR)

Iraq Office UNDG ITF Program Evaluation

A. Evaluation Approach and Methodology

Social Impact (SI) will evaluate all eight of UNESCO's projects taking a utilization-focused and mixed-methods approach to data collection and triangulation. This combines participatory as well as conventional techniques, and field- as well as desk-based methods, to allow evaluators to identify the experiences and opinions of beneficiaries directly and indirectly.

SI will gather quantitative information from statistical analysis of UNESCO databases, project MISs, and thorough reviews of strategic documents and analyses of UNESCO M&E data and project/program activity reports. Qualitative information will be collected through interviews with key personnel, formal focus groups in the same areas or possibly self-administered focus groups within Iraq, surveys and/or questionnaires and/or surveys for gathering a wide sample of data without putting the evaluation team, UNESCO staff or beneficiaries. All evaluation instruments will be developed and pre-tested by the SI team.

SI's evaluation approach will be based on the five principles that UNESCO lists as essential to the success of their programs: Efficiency, Effectiveness, Relevance, Impact and Sustainability. With the lens of these five principles, SI will evaluate UNESCO programming by asking the six following questions, adopted from the RFP:

- To what degree has the program objectives been attained over time?
- Is the program cost effective?
- What impact has the project had upon the target clientele?
- Is the amount of benefits being delivered the right amount (of beneficiaries)?
- What factors that may affect the long-term sustainability of the program?
- What decisions (changes) should be taken on similar follow-up programs?

To better accommodate all these mandates SI will carefully refine the evaluation scope and focus through evaluation design discussions with UNESCO. The overarching design will be systematically applied to each project area. Key questions or issues for each component will be agreed between the relevant UNESCO staff and the evaluation team once the team has reviewed basic project documentation. In the evaluation report, SI will clearly distinguish differing types of findings and, as appropriate, findings will also be flagged for relevance to varying UNESCO projects in Iraq. A detailed description of team roles and timing can be found in section C.

B. Outputs (Deliverables)

SI will deliver the following six outputs, which will be comprehensive to communicate findings and recommendations to UNESCO.

These five outputs fit into three phases, which will be detailed in Section C.

1. Team Building Meeting - SI will conduct a Team Building Meeting to orient the team regarding working styles, deadlines, roles and responsibilities and communication among all stakeholders. The SI Task Manager will chair this meeting and a UNESCO representative will be invited to join the discussion via conference call.

2. Methodology Paper – After the desk review (phase 1) and before the team departs for Amman, SI will deliver a methodology paper outlining refined interview protocol, a more detailed and accurate field plan as well as draft components of the mixed methodology; i.e. surveys, interview protocols, a document review list, etc. The proposed Arabic-speaking Economist/Statistician can draft surveys in Arabic if necessary to reach wider audiences.

3. Informal Debrief – After the field work and before the team returns to DC, the SI evaluation team will hold an informal debrief with appropriate UNESCO personnel in Amman regarding preliminary findings and recommendations and present a draft outline of the report. This output will ensure that UNESCO agrees with preliminary findings and can tag any “red flags” before they make it into the draft report.

4. Draft report – The draft report will be written as the final with key findings, conclusions and recommendations regarding the eight program areas. UNESCO is to provide comments one week after the draft is submitted.

5. Final Report – The final report will be a document ready for dissemination among UNESCO staff, stakeholders, donors and relevant sectors at UNESCO HQ. Table 1 illustrates the types of findings that could be included in the final report.

Table 1: Types of Evaluation Findings to Be Reported in UNESCO Final Report

Looking Back

- Based on the log frame(s), a check that **outputs** have been delivered as planned (without which planned outcomes are unlikely), as evidenced by regular report or monitoring data;
- Assessment of achievement of planned **outcomes** against indicators and targets – but also including any unplanned effects (positive as well as negative);
- Distillation of **strengths/best practices** emerging across the life of program
- Likewise for **weaknesses/lessons learned**;
- As further input to most of the above elements, examination of any **midterm-evaluation recommendations** made, and why or why not they were **acted upon** by end of program;
- Likewise, review of the adequacy of program and project oversight, management, and administration.

Looking Forward

- **Recommendations for sustainability** of project achievements;
- **Recommendations for the next phase** of UNESCO programming in Iraq.

6. Final Presentation – The final presentation using Power Point given by the SI team and including a 30-minute overview of the evaluation process and findings (all taken from the final report) to take place in Amman, allowing for Q&A from participants.

C. Timing

SI's evaluation of UNESCO's Iraq projects will consist of three main phases or steps:

- 1) framing the evaluation and methodology;
- 2) data collection, analysis and drafting the report; and
- 3) final report and presentation.

The following work plan summarizes SI's proposed steps to achieve the task, outputs that fall under each step and the level of effort (LOE) required for each step.

PHASE 1: Framing the Evaluation and Methodology Weeks 0-4
<p><u>Activities</u></p> <p>Immediately upon award of the evaluation assignment (Week 0) to Social Impact, drawing upon the program documents already in hand, SI will work with a UNESCO Representative to draw up a bibliography of program reports and related documents for UNESCO to collect and e-forward to the Evaluation Team (hereafter, simply team). The Team Leader will also send UNESCO a standardized checklist of evaluation materials that it might consider forwarding. These activities will ensure that the documents reach the team in time for Week One's literature review and pre-planning.</p> <p>During Weeks 1-4, the team will finalize evaluation approaches and research materials; review all pertinent project documents as per the eight project areas; categorize and chart the myriad groups of stakeholders to be involved in the evaluation; based on logic model and discussions with UNICEF focus and refine key evaluation questions; organize a one-day Team Building Meeting for the whole team that includes introductions, a point-by-point review of the Terms of Reference, review and refinement of the workplan and tentative report outline, tentative assignment of writing tasks for report, discussion of team members' relative strengths and weaknesses vis-à-vis the types, numbers, locales, languages, etc. of evaluation activities, task assignments, and task management; and draft the methodology paper for UNESCO review.</p> <p><u>Outputs</u></p> <ul style="list-style-type: none"> • Team Building Meeting • Methodology Paper

LOE for Phase I

Title	Name	LOE
Program Manager	Susan Kupperstein	4
Team Leader	Constance McCorkle	15
Education Specialist	Ann Skelton	12
Economist/Statistician	Plamen Nikolov	8
Water Expert	Patti Delaney	1 (as needed)
Cultural Heritage Expert	TBD	1 (as needed)

Note: In terms of team composition, it is strongly recommended that a UNESCO Representative be designated as a Point of Contact (POC) for the team; a planning phone-call between the POC and the team leader would be useful. One suggestion would be to include the UNESCO POC in part of the Team Building Meeting. From past experience, SI has learned that having a Donor POC available to answer questions and clarify aspects of the material or SOW is invaluable in keeping the evaluation on schedule, and eliminating an overlap of opinions.

Phase II: Data Collection, Analysis and Drafting the Report
Weeks 5-7: Field Work/Data Collection

Activities

During Week 5, the Team Leader and Education Evaluator will travel to the field to work independently conducting interviews, distribute surveys, facilitate focus groups and complete other methods of data collection with available UNESCO staff and partners. Before their return to DC, team members will hold a joint informal debrief regarding preliminary findings and conclusions.

Since the Team Leader and Education Specialist are traveling together, they will hold a brief coordination meeting in the morning before starting the work day and a “lessons learned” wrap-up meeting at the end of the day. Communication will also remain open between members in the field and team members in DC; the Task Manager will coordinate regular check-in meetings between all team members to ensure the evaluation is progressing smoothly and the field team is receiving the support they need. This task-management strategy will ensure that assignments are completed in the most expeditious way with nothing “falling through the cracks,” that any necessary adjustments and trouble-shooting are promptly addressed, and that the team shares the maximum amount of information and insights from their respective interviews and fieldwork before these “go cold.” Once everyone returns to DC, the entire team works closely in DC to analyze collected data, share best practices and lessons learned and begin work writing selected report components. It is the responsibility of the Team Leader to compile report pieces and edit them into one cohesive document. As an added safeguard for quality control, the team will submit the report several days before it is due to UNESCO so that the Task Manager can do a final edit on the report.

Outputs

- Informal Debrief
- Draft Report

LOE for Phase II

Title	Name	LOE
Program Manager	Susan Kupperstein	4
Team Leader	Constance McCorkle	30 (18 travel and 12 data analysis/report writing)
Education Evaluator	Ann Skelton	30 (18 travel and 12 data analysis/report writing)
Economist/Statistician	Plamen Nikolov	10
Water Expert	Patti Delaney	.5 (as needed)
Cultural Heritage Expert		.5 (as needed)

Phase III: Final Report and Presentation
Week 8-10: Analysis and Report Writing

Activities

UNESCO will take one week to review the draft and give comments on content and findings. This information will greatly assist in making the final report a useable, helpful document that can be widely disseminated to donors, stakeholders and other appropriate UNESCO HQ staff. SI integrates comments into Final Report answering all questions, filling gaps and correcting any mistakes made in the initial draft.

SI holds formal debrief with UNESCO in person.

Outputs

- Final Report
- Final Presentation